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«Уральский государственный педагогический университет»
Институт иностранных языков

Г. В. Походзей



FOCUS ON CONFLICT MANAGEMENT

УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ
ПО ОБУЧЕНИЮ АНГЛИЙСКОМУ ЯЗЫКУ
СТУДЕНТОВ-КОНФЛИКТОЛОГОВ

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Учебно-методическое пособие по обучению английскому языку студентов-конфликтологов ("Focus on Conflict Management") направлено на развитие навыков и умений использования английского языка в сфере профессионального общения. Пособие содержит аутентичные тексты по основным темам специальности. Система упражнений, разработанных с учетом современных тенденций в теории и практике преподавания иностранных языков, направлена на развитие умений чтения, говорения, письменной речи, а также на развитие стратегий обучения и учебной автономии. Пособие рассчитано на 280 часов аудиторной работы.

Рекомендуется в качестве учебного пособия для студентов гуманитарных факультетов и институтов с продвинутым уровнем знания английского языка, обучающихся по программе бакалавриата по направлению подготовки 198 «Конфликтология», по программе магистратуры по направлению 314 «Психология. Магистерская программа: Организационный конфликтоменеджмент», а также для широкого круга специалистов, проявляющих интерес к данной сфере деятельности.

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Студенту



Добро пожаловать в "Focus on Conflict Management". Это учебное пособие предназначено для нынешних или будущих специалистов, обладающих вышесредним/продвинутым уровнем английского языка, которые должны развивать коммуникативные навыки английского языка для своей работы.

Учебное пособие в первую очередь предназначено для использования в аудиторных условиях, но мы считаем, что вы найдете его полезным для самостоятельного изучения. Каждая из 10 глав имеет аутентичные тексты и практические задачи и задания, которые потребуют от вас развитие языковых и грамматических навыков, необходимых в реальной жизни, за пределами аудитории (например, участие в совещаниях и обсуждениях, проведение презентаций, интерпретация диаграмм / графиков, написание докладов и т. д.). Каждое задание требует использования одного основного навыка (например, чтения), который, однако, интегрирован с другими навыками (речь, письмо), так же как и в реальной жизни. Например, пытаясь извлечь основные идеи из текста, который вы читаете, вам нужно будет указать их русские эквиваленты и наоборот, совместить слова в левом столбце с их значениями в правом, из всех значений слова

выбрать значение слова, в котором оно используется в тексте, вставить предлоги вместо точек, выразить согласие или несогласие с утверждениями, заполнить таблицу, сделать заметки, которые вы позже будете использовать, выступая с устными презентациями, участвуя в дискуссиях или написании своих выступлений/докладов. В каждом разделе есть также ключевые слова / термины, оценочные вопросы и ответы на грамматические упражнения.

Мы полагаем, что вы найдете эти материалы сложными и интересными. Работа в парах или группах (например, работа над проектом) даст вам возможность поделиться своими знаниями, мнениями и чувствами, а также множеством возможностей для развития ваших навыков английского языка. Мы также надеемся, что вы найдете задания, которые потребуют использования Интернет-ресурсов, мотивационными и значимыми.

Мы считаем, что это учебное пособие поможет вам разработать свои собственные стили изучения и стратегии обучения.

Надеемся, вам понравится учиться, используя материалы этого учебного пособия.

Удачи в овладении английским языком и будущей работой!

TO THE STUDENT



Welcome to “Focus On Conflict Management” This textbook was written for current or future professionals with an upper-intermediate / advanced level of English, who need to develop communicative English skills for their job.

The textbook is primarily intended for classroom use, but we believe you will also find it useful for self-study. Each of the 10 units has authentic input texts and practice tasks and the activities require you to develop the language and grammar skills you need or will need in real life, beyond the classroom (e.g. taking part in meetings and discussions, making presentations, interpreting diagrams\graphs, writing reports etc.). Each task demands the use of one main skill (e.g. reading), which is, however, integrated with other skills (speaking, writing), just as in real-life communication. For example, while trying to extract the main ideas from a text that you are reading, you will have to give the Russian for, find in the text the English for, match the words in the left column with their meanings in the right one, of all the meanings of the word choose the meaning of the word in which it is used in the text, insert the prepositions instead of the points, express agreement or disagreement with the statements, com-

plete a table, take notes, which you will later use to make oral presentations, take part in discussions or writing reports. In each unit there are also key words / terms, answers to the grammar exercises and evaluation questions.

We hope you will find these materials challenging and interesting. Work in

pairs or groups (e.g. project work) will give you the chance to share your knowledge, opinions and feelings and a lot of opportunities to develop your English skills. We also hope you will find the activities which require you to use

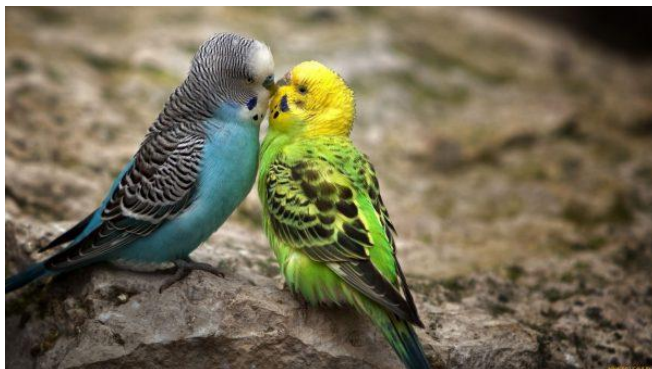
the Internet motivating and meaningful.

We believe this textbook will encourage you in developing your own learning styles and learning strategies.

We hope you enjoy learning with this textbook.

Good luck with your English and with your future job!

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Chapter ONE

Parents And Their Adult Children

Unit 1. READING AND TRANSLATION PRACTICE

Parents and Their Adult Children Can Still Aggravate One Another

By Psych Central News Editor

Both parents and their adult children say they experience aggravation and tension with one another, according to a new study, but parents are more bothered by the tensions their children cause.

The study also found that parents of older children experience more tension and aggravation than those whose children are younger.

“The parent-child relationship is one of the longest lasting social ties human beings establish,” said Kira Birditt, lead author of the study and a researcher at the University of Michigan Institute for Social Research (ISR).

“This tie is often highly positive and supportive but it also commonly includes feelings of irritation, tension and ambivalence.”

Birditt and colleagues at Purdue and Pennsylvania State universities analyzed data on 474 parents and adult children who were at least 22 years old. The adult children lived within 50 miles of their parents. African Americans made up one-third of the sample and the rest were European Americans.



The researchers asked about tensions related to a variety of topics, including personality differences, past relationship problems, children's finances, housekeeping habits, lifestyles, and how often they contacted each other.

Parents and adult children in the same families had different perceptions of tension intensity, with parents generally reporting more intense tensions than children did particularly regarding issues having to do with the children's lifestyle or behavior (finances, housekeeping). According to Birditt, tensions may be more upsetting to parents than to children because parents have more invested in the relationship. Parents are also concerned with launching their children into successful adulthood.

Both mothers and fathers reported more tension in their relationships with daughters than with sons. Daughters generally have closer relationships with parents that involve more contact which

may provide more opportunities for tensions in the parent-daughter



tie.

Both adult sons and adult daughters reported more tension with their mothers than with their fathers, particularly about personality differences and unsolicited advice. “It may be that children feel their mothers make more demands for closeness,” Birditt said, “or that they are generally more intrusive than fathers.” Birditt found it surprising that parental perceptions of tension increased with the adult children’s age, particularly about topics having to do with how they interact (e.g., personality differences).

“Middle-aged children may be less invested in the parent-child tie than young adult children because they’re more likely to have formed their own families and experience multiple role demands,” Birditt said.

As parents age and come to want or need more from their relationship with adult children, adult children may pull away, creating greater relationship tensions.

Although most parents and adult children experience at least a little tension, Birditt found that some topics were more harmful than others to parent-child relationships.

“Relationship problems like basic personality differences and parents providing unsolicited advice tend to cause more problems,” Birditt said. “It may be that these kinds of tensions are longer-term, and reflect deep-seated conflicts that you just can’t escape, whereas con-

flicts about lifestyles, education or finances can sort of be put off to the side if you make an effort.”

In related unpublished research, Birditt analyzed the strategies parents and adult children used to cope with relationship tensions. The good news is that both parents and children were most likely to deal with problems constructively by trying to accommodate each other's wishes when problems came up, working to find solutions to problems, and trying to accept and understand the other's point of view.

The more intense the tension level, though, the less likely parents and children were to use constructive strategies and the more likely they were to try avoiding the issues or use destructive strategies such as yelling or arguing. And according to Birditt, that is bad news. Avoidance and destructive strategies are associated with poorer quality relationships overall.

“The old adage, ‘If you can't say something nice, don't say anything at all,’ isn't good advice for parents and adult children,” she said. “Avoidance doesn't work as a strategy for dealing with conflicts. It appears to make things worse.”

The study is scheduled to be published in an upcoming issue of the journal *Psychology and Aging*.

Source: University of Michigan

Vocabulary list:

adult n – взрослый

aggravate v ['ægrəveɪt] - усугублять, обострять

aggravation n [ægrə'veɪʃn] - обострение, ухудшение, усугубление

tension n [tenʃn] – напряженность, напряжение

bother v ['bɒðə] - беспокоить, беспокоиться, мешать, утруждать, волноваться

cause v [kɔ:z] - вызывать, вызвать, заставлять

experience v [ɪks'pɪəriəns] – испытывать; переживать

tie n [taɪ] - связь, узы

establish v [ɪs'tæblɪʃ] – установить

supportive [sə'pɔ:tɪv] – поддерживающий; благосклонный

irritation n [ɪrɪ'teɪʃn] – раздражение

ambivalence n [æm'bɪvələns] - амбивалентность, двойственность

sample n [sɑ:mpəl] - образец, проба, выборка, пример, образчик
 perception n [pə'sepʃn] – восприятие; ощущение
 behavior n [bi'heivjər] - поведение
 upsetting [ʌp'setiŋ] – расстраиваясь
 concern v [kən'sɜ:n] - касаться, относиться, заботиться, беспоко-
 иться
 involve v [ɪn'vɒlv] – включать; привлекать, привлечь
 opportunity n [ɒpə'tju:nɪtɪ] - возможность, шанс, удобный случай
 advice n [əd'vaɪs] – совет; консультация, рекомендация
 demand n [dɪ'mɑ:nd] – спрос; требование, потребность, запрос
 intrusive adj [ɪn'tru:sɪv] - навязчивый, назойливый
 increase v ['ɪnkri:s] - увеличить, увеличивать
 multiple adj ['mʌltɪpl] - многочисленный, неоднократный
 harmful adj ['hɑ:mfʊl] - вредный, опасный, пагубный, губитель-
 ный
 deal v [di:l] – общаться
 accommodate v [ə'kɒmədeɪt] – разместить; приспособить, при-
 способиться, приспособлять
 escape v [ɪs'keɪp] - бежать, убежать, спастись, скрыться, убежать
 avoid v [ə'vɔɪd] - избежать, избегать, сторониться
 yell v [jel] – кричать; вопить
 argue v ['ɑ:gju:] – спорить

Exercise 1. Give the Russian for:

experience aggravation and tension with one another; according to a new study; the parent-child relationship; it also commonly includes feelings of irritation, tension and ambivalence; African Americans made up one-third of the sample; tensions related to a variety of topics; different perceptions of tension intensity; may provide more opportunities for tensions in the parent-daughter tie; reflect deep-seated conflicts; parents and adult children used to cope with relationship tensions; to accommodate each other's wishes; associated with poorer quality relationships overall.

Exercise 2. Find in the text the English for:

взрослые дети; одна из самых долгих устойчивых социальных связей; очень позитивный и вдохновляющий; в том числе личностные различия; привычки по ведению домашнего хозяйства; прошлые проблемы в отношениях; особенно в отношении вояпросов; отвечающие за выпуск своих детей в успешную взрослую жизнь; личностные различия и непрошенные советы; предъявлять больше требований для близости; дети среднего возраста; испытывать многочисленные ролевые потребности; как правило, вызывают больше проблем; в сопутствующих неопубликованных исследованиях; решать проблемы конструктивно; найти пути решения проблем; принять и понять другую точку зрения; использовать конструктивные стратегии.

Exercise 3. Match the words in the left column with their meanings in the right one:

- | | |
|-----------------|--|
| 1. to aggravate | a) to leave a place when someone is trying to catch you or stop you, or when there is a dangerous situation |
| 2. to bother | b) the need or desire that people have for particular goods and services |
| 3. irritation | c) an opinion you give someone about what they should do |
| 4. perception | d) to make a bad situation, an illness, or an injury worse |
| 5. to escape | e) the feeling of being annoyed about something, especially something that happens repeatedly or for a long time |
| 6. sample | f) attitude/feelings etc. that you are not sure whether you want or like something or not |
| 7. demand | g) to make someone feel slightly worried, upset, or concerned |
| 8. opportunity | h) a chance to do something or an occasion for you to do something |
| 9. ambivalence | |
| 10. advice | |

when it is easy

i) a small part or amount of something that is examined in order to find out something about the whole

j) the way you think about something and your idea of what it is like

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

1. to aggravate

a) to make a bad situation, an illness, or an injury worse

b) to make someone angry or annoyed

2. to bother

a) to make the effort to do something

b) to make someone feel slightly worried, upset, or concerned

c) to annoy someone, especially by interrupting them when they are trying to do something

3. to escape

a) to leave a place when someone is trying to catch you or stop you, or when there is a dangerous situation

b) to get away from a dangerous or bad situation

c) to avoid something bad or that you do not want to happen

4. to experience

a) if you experience a problem, event, or situation, it happens to you or affects you

b) to feel a particular emotion,

pain etc.

5. to deal

a) to take the necessary action, especially in order to solve a problem

b) to do business with someone or have a business connection with someone

c) to succeed in controlling your feelings about an emotional problem so that it does not affect your life

Exercise 5. Insert the prepositions instead of the points (where it is necessary):

1. The parent-child relationship is one ... the longest lasting social ties human beings establish.

2. Birditt and colleagues ... Purdue and Pennsylvania State universities analyzed data on 474 parents and adult children who were ... least 22 years old.

3. African Americans made ... one-third of the sample and the rest ... were European Americans.

4. The researchers asked ... tensions related ... a variety of topics, including personality differences, past relationship problems, children's finances, housekeeping habits, lifestyles, and how often they contacted ... each other.

5. Parents are also concerned ... launching their children ... successful adulthood.

6. Both mothers and fathers reported more tension ... their relationships with daughters than ... sons.

7. Birditt found it surprising that parental perceptions ... tension increased ... the adult children's age.

8. Relationship problems like basic personality differences and parents providing ... unsolicited advice tend ... cause more problems.

9. Avoidance doesn't work as a strategy ... dealing with conflicts.

Exercise 6. Express agreement or disagreement with the statements:



1. Both parents and their adult children say they experience aggravation and tension with one another.
2. Parents of older children do not experience more tension and aggravation than those whose children are younger.
3. The parent-child relationship is one of the longest lasting social ties human beings establish.



4. Birditt and colleagues at Purdue and Pennsylvania State universities analyzed data on 574 parents and adult children who were at least 25 years old.
5. African Americans made up two-third of the sample and the rest were European Americans.
6. Parents and adult children in the same families had different perceptions of tension intensity.
7. According to Birditt, tensions may be more upsetting to children than to parents.
8. Both mothers and fathers reported more tension in their relationships with daughters than with sons.
9. Both adult sons and adult daughters reported more tension with their fathers than with their mothers.

10. Parental perceptions of tension increased with the adult children's age.

Exercise 7. Answer the following questions:



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1. Who experiences aggravation and tension with one another, according to a new study?
2. Do parents of older children experience more tension and aggravation than those whose children are younger?
3. What type of tie is the parent-child relationship?
4. How many parents and adult children were analyzed by the researchers at Purdue and Pennsylvania State universities?
5. What topics did the researchers ask about?
6. May tensions be more upsetting to parents or to children, according to the study?
7. Why may the parent-daughter tie provide more opportunities for tensions?
8. Do mothers or fathers make more demands for closeness?
9. What did parental perceptions of tension increase with?
10. What topics were more harmful than others to parent-child relationships?
11. What strategies did parents and adult children use to cope with relationship tensions?
12. What is associated with poorer quality relationships overall?
13. Does avoidance work as a strategy for dealing with conflicts?

Unit 2. Reading Comprehension and Rendering Practice

Exercise 1. Read the summary of the text and give your opinion of it.

REASONS OF COMMUNICATIVE FAILURES

In this part of the article we would like to allude to the classification of communicative failures offered by E.I. Shiryaev, it seems rather convincing because it illustrates the author's ability to display those reasons on the material of real life and literary works. They are very important for our future discourse.

The first one is called by him cognitive dissonance which is explained by people's belonging to different social layers. The author relied on the notion of "cognitive environment" introduced by D. Sperber and D.Wilson according to whom people may become antipodes if they are reared in different social environments. The first form of its realization in a dialogue is intentional ignoring the same physical surrounding. The second may be qualified as holding the communicative initiative in one's hands for a negative influence on the interlocutor.



The speaker does not allow his "victim" to avoid the theme of the conversation in a natural way. A fight - that is what he wants, because his arguments are exhausted. The third one may be called as violation of sincerity principle and thus forcing a partner for the continuation of the dialogue. Shiryayev quite correctly calls it the break of the cooperative principle as one of the interlocutors dominates over the other, actually turning the dialogue into a monologue. The forth is the effect of disparity. It appears when the partner uses the words which seem insulting to his opponent. The reason of disparity may be the difference in presupposition, i.e. one interlocutor considers the fact positive while the other treats it quite negatively. Disparity may take the form of an irrelevant remark towards the partner's words or actions or character which is again the violation of cooperative principle. Sometimes non- equivalence is caused by the inability of the speaker to understand the state of mind of the counterpart, e.g. the speaker's talkative mood may be irritating but the speaker is so involved in it that does not notice anything around himself. Such speech is irrelevant. The fifth is the intentional usage of insults or even threats. Sometimes pronouns and other determiners may play a specific role to injure a person morally, to distress him.

One more reason for the failure of the conversation is the so-called ritualization of speech. The communicative aim will not be achieved if the interlocutors speak in such a way that sincerity is not felt, sincere words are replaced by clichés and a casual choice of



words.

The conflict strategies enumerated above and the means of their realization are not complete of course. Only a long and thorough investigation will enlarge the list and enrich the linguistic competence of language learners. We will make our contribution by analyzing conflict dialogues in a work of drama.

Exercise 2. Write your own option of a summary of the text given below.

Dealing with That Roommate
By Marie Hartwell-Walker, Ed.D.

You know the one: That roommate; the one whose roomie can't stand her; the one the whole floor talks about. That roommate has the reputation for being impossible, spoiled, demanding, self-centered, or just too weird. That roommate is the roommate you don't want to have and certainly don't want to be.

Being a roommate isn't easy, especially if you have never before shared space with even a sibling. But, believe it or not, it can be as important a growth experience as your classes. Being a good roomie means developing your tact, cooperation, generosity, and tolerance. Being a good roomie in spite of being stuck with that roommate means taking the high road even when you'd rather throw her off the nearest bridge. Managing to put up with her is good practice for the inevitable time when you will be stuck with that officemate,

that boss, or that future parent-in-law.



Most colleges now try to match roommates at least by interests (athlete or musician) and habits (night owl or morning person, messy or neat). The effort at least ensures that you have something in common for the first ten minutes. Then comes the hard part: sharing space. I've canvassed my students. (Since most of my students are women, this is a decidedly female point of view. I'd be interested to know if the men agree.) Here's what they say are the seven most important "sins" a person should avoid in order to prevent becoming that roommate.

1. Taking the "best side" just because she got there first.

That roommate takes the side with the window, commandeers the better closet, sticks posters on the walls, and generally makes the room comfortable for herself before the other person even arrives. A smart roommate understands that how you set up a room together establishes a lot about how you will deal with each other. If you get there first, wait. Cooperate about how the room is arranged and whether you are comfortable with each other's posters and decorations.

2. Sticking like a burr. Lacking self-confidence, that roommate goes where the roomie goes, does what the roomie does, and never takes the hint that just maybe feelings aren't quite mutual. Smart roommates know that it's important to stretch and build their

own social networks. If a friendship blossoms with a roommate, it's a bonus.

3. "Borrowing." That roommate believes "What's yours is mine." People have different ideas about what should be shared and when. Smart roommates ask at the outset whether it is okay to borrow school supplies, clothes, sports equipment, CDs, etc.



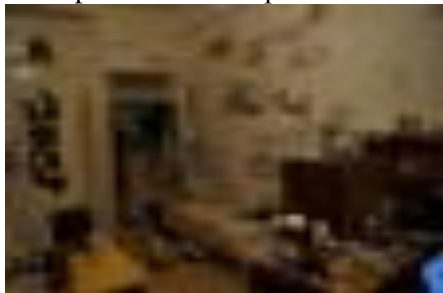
There is no need to be judgmental about it. Both people have the right to feel that their stuff is "safe." You may not agree with your roommate's boundaries but you do need to respect them.



4. Taking up too much space. How hogging a room is defined depends on the roomie. That roommate finds what will drive her roommate out and does it. That roommate plays music so loud her roommate can't think. That roommate invites ten friends over when her roomie has an exam the next day. That roommate keeps the TV going 24/7 or wants the lights on all night when her roomie is trying to sleep. Smart roommates are considerate. They don't forget they are sharing a room, not tolerating an intruder.

5. Polluting the room. That roommate is a pig. No, your room doesn't need to be ready for the photographers from the alumni magazine at all times. But there's a difference between being comfortably casual and becoming a landfill. That roommate is oblivious to the molding pile of laundry in the corner, the scuzzy cup that is growing a new bacteria, or the sticky something that glues feet to floor. Smart roommates come to agreement about an acceptable level of cleanliness. Both tend toward piggyness? Smart roommates agree

to a periodic cleanup so the college doesn't have to fumigate.



6. Sex in the Dormitory. That roommate has the love interest spend the night, leaving the roomie to decide either to deal with those unmistakable noises in the dark only 6 feet away or to sleep on the broken-down couch in the lounge. Some choice! Smart roommates figure out how to deal with romance and overnights in advance.

7. Asking the roommate to keep unwanted secrets. That roommate is involved in illegal or harmful activity and expects her roomie to go along with it, regardless of the roomie's feelings. Swearing a roommate to secrecy about self-destructive behavior (like bulimia or self-cutting) or illegal activity (like dealing drugs or falsifying records) or threats to others (like planning to hurt someone) puts a roommate in a terrible double-bind. To tell means betraying another's confidence; something most people don't do lightly, even to that roommate. To keep silent might mean signing on for a lifetime of guilt or the possibility of being the accessory to a crime. Smart roommates don't expect a roomie to participate in keeping secrets about things that are a threat to self or others.

No one wants to be that roommate. No one wants to live with one either. A good conversation on day one protects you both. Some colleges are even going so far as to require an annual "contract" between roommates about issues like these. If you really can't come to basic agreements about these seven areas, you should probably leave your stuff packed and arrange for an immediate switch. Why set yourselves up for a miserable semester? If, on the other hand, the two of you can make compromises so that you can both be reasonably comfortable in your room, you will have made the opportunity to

stretch yourselves and to learn how a different kind of person manages her world. That's an important part of what college is all about.

Unit 3. Discussion & Writing Practice

Exercise 1. Read proverbs about conflicts. Translate them into Russian and make up a story with one of the proverbs in English.

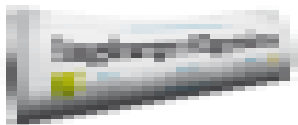
1. Arrogance diminishes wisdom. – (*Arabic Proverb*)
2. Anger is often more hurtful than the injury that caused it. – (*English Proverb*)
3. It is better to light a candle than to curse the darkness. – (*ancient Chinese proverb*)
4. If you are patient in one moment of anger, you will escape a hundred days of sorrow. – (*Chinese Proverb*)
5. Forget injuries, never forget kindnesses. – (*Chinese Proverb*)

Exercise 2. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience.

1. To avoid criticism say nothing, do nothing, be nothing. ~ *Aristotle*



2. The more we run from conflict, / The more it masters us; / The more we try to avoid it, / The more it controls us; / The less we fear conflict, / The less it confuses us; / The less we deny our differences, / The less they divide us. ~ *David Augsburger*

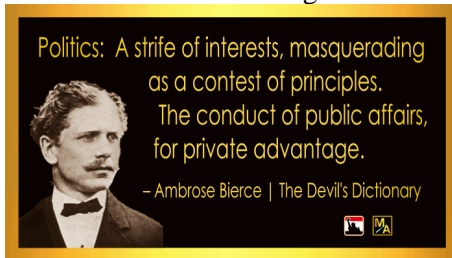


3. Every problem has a gift for you in its hands. ~ *Richard Bach*



4. Never ascribe to an opponent motives meaner than your own. ~ *John M. Barrie*

5. Speak when you are angry and you will make the best speech you will ever regret. ~ *Ambrose Bierce*



6. Marriage means expectations and expectations mean conflict. ~



Paxton Blair

7. Forgiveness does not change the past, but it does enlarge the future
~ *Paul Boese*



8. The opposite of a profound truth may well be another profound



truth. ~ *Niels Bohr*

9. Whenever you see darkness, there is extraordinary opportunity for the light to burn brighter. ~ *Bono*



Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version (if you can). Express the main idea in brief. Learn the poem by heart.

Conflict of the Soul *(by Bo Lanier)*



Well and I'm just about tired of looking for love
But my heart refuses to give up on the dream
Somewhat of a tug of war, Conflict of the Soul
Caught somewhere in between light and dark
And no I am not getting any younger don't
You know...

But tonight you have given me hope in
Something that might last a lifetime but
Then again I could be wrong Lord knows
I've been known to be wrong before
But I don't want to be wrong anymore
I guess we'll just have to wait and see if
It's meant to be!

Because I'm so close to giving up but
The passion inside still lingers even though
I've never really know true love
I've always been a dreamer, I've always been
A dreamer...

But my heart refuses to give up on the dream
Somewhat of a tug of war, Conflict of the Soul
Caught somewhere in between light and dark
And no I am not getting any younger don't
You know...

Heaven knows and God only knows though
What tomorrow will bring, it's a leap of faith
Even if it's yet another mistake ending again
In heartache it's just The Conflict of the Soul
Standing at the crossroads with arms full of
Dead roses somewhere under a twisted
Rainbow oh well it's just The Conflict of The Soul
Conflict of the Soul!

Unit 5. English Grammar & Exercises



Upper-intermediate grammar exercise: future perfect simple vs. continuous
 (www.speakspeak.com – English grammar and exercises)

Structure of future perfect (simple)		
positive	negative	question
<i>The film will have started by the time we get there.</i>	<i>The film will not (won't) have started by the time we get there.</i>	<i>Will the film have started by the time we get there?</i>
Structure of future perfect continuous		
positive	negative	question
<i>Next year I'll (I will) have been working in the company for 10 years.</i>	<i>I won't (will not) have been working in the company for 10 years.</i>	<i>Will you have been working in the company for 10 years?</i>

Future perfect simple – common mistakes

Common mistakes	Correct version	Why?
The film will already have started by the time we get home.	The film will already have started by the time we get home.	The form of the future perfect is will + have + past participle .
Will have you finished it by the time I come back?	Will you have finished it by the time I come back?	The structure for questions is will + subject + have + past participle .

Future perfect continuous – common mistakes

Common mistakes	Correct version	Why?
I will have working in the company for five years next month.	I will have been working in the company for five years next month.	The form of the future perfect continuous is will + have + been + present participle .
I will haven't been working in the company for five years next month.	I will not (won't) have been working in the company for five years next month.	The form of the negative is will not + have + been + present participle .
Will have you been working in the com-	Will you have been working in the com-	The form of the question

I'll have been working in three different positions at the company by the end of the year.	I'll have worked in three different positions at the company by the end of the year.	We use the simple form when we give the number of completed actions.
I'll have been working in three different positions at the company by the end of the year.	I'll have worked in three different positions at the company by the end of the year.	We use the simple form when we give the number of completed actions.

English grammar practice exercise, upper-intermediate

Exercise 1. This exercise focuses on the difference between the future perfect simple and the future perfect continuous.

Exercise instructions

GRAMMAR BYTES!

Grammar Instruction with Attitude

Complete the sentences below by putting the verb in brackets into the future perfect simple or future perfect continuous.

1. I came to live in Spain in 2007. Next year I (be) _____ here ten years.

2. Where on earth is Tony? I'm tired of waiting for him. Soon we (wait) _____ here for an hour.
3. Well, Mary, in six months we (be) _____ married twenty-five years. How about a party to celebrate?
4. I'm going to be a very rich man. I'm sure that by the time I'm forty I (make) _____ my first million.
5. ~ Well, Rosie will be in Madrid by now.
~ No, she won't. Her plane (not/land) _____ yet.
6. Once this room is finished, we (paint) _____ six of the seven rooms in the house.
Not bad for two days' work.
7. Do you think you (finish) _____ writing that report by the time I get back?
8. ~ Where's Julia? Is she coming or not?
~ She was here but she (left) _____ by now: she said she was going at three o'clock. It's half past three now.

Upper-intermediate grammar exercise: past perfect simple vs. past perfect continuous

Structure of past perfect simple		
positive	negative	question
I / you / he / she / it / we / they had gone .	I / you / he / she / it / we / they hadn't gone .	Had I / you / he / she / it / we / they gone ?
Structure of past perfect continuous		
positive	negative	question

I / you / he / she / it / we / they had been going.	I / you / he / she / it / we / they hadn't been going.	Had I / you / he / she / it / we / they been going?
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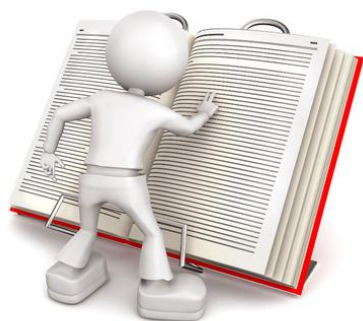
Past perfect simple – common mistakes		
Common mistakes	Correct version	Why?
I didn't been to London.	I hadn't been to London.	We use the helping verb <i>had</i> (negative = <i>hadn't</i>) in the past perfect.
When I saw him, I noticed that he had a haircut.	When I saw him I noticed that he had had a haircut.	The action (<i>a haircut</i>) happened before the other past action (<i>I noticed</i>). We use the past perfect for the action which happened first to make the time order clear to the listener.
He told me has been to London.	He told me he had been to London.	His original words were: "I have been to London." However, in reported speech we move the tense back – the present perfect (<i>have been</i>) becomes past perfect (<i>had been</i>).

Past perfect continuous – common mistakes

Common mistakes	Correct version	Why?
I had working hard, so I felt very tired. I had been worked hard, so I felt very tired.	I had been working hard, so I felt very tired.	The form of the past perfect continuous is had + been + verb (-ing) .
I had been hearing the song many times before.	I had heard the song many times before.	Some verbs (called <u>stative verbs</u>) are not normally used in the continuous form, e.g. <i>know, like, understand, believe, hear</i> , etc.

Exercise 2. This exercise focuses on the difference between the past perfect simple and past perfect continuous.

Exercise instructions



Complete the sentences below by putting the verb in brackets into the past perfect simple or past perfect continuous.

1. It was a relief to find the documents. I (look) for them all afternoon.
2. He was dismissed, even though, in his opinion, he (not/do) anything wrong.
3. It was not the first time I'd met him. We (meet) many times before.
4. He called me at eleven in the evening to tell me that he (find/finally) a solution.
5. When he (finish) his speech, he waited for the reaction of the audience. But no one said a word.
6. By the time I came back from my business trip, a lot of things (changed) .
7. The doctor asked me how long I (have) the symptoms.
8. It was more than a month before we realised what (happen) to him.
9. We (work/already) on this project for a month before we found a fundamental flaw.
10. The invoice (not/arrive/still) by the end of the week so we sent them a strong reminder.

Chapter TWO

Parents & Teens Under Pressure

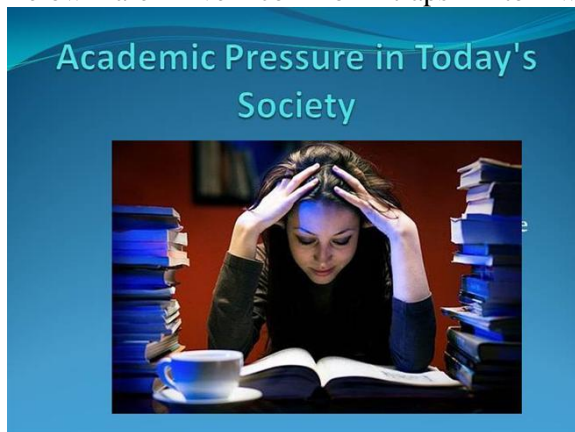
Unit 1. READING AND TRANSLATION PRACTICE

How Parents Can Help Teens Under Academic Pressure

By Lynn Margolies, Ph.D.

When grades are slipping and teens don't seem to be taking action, it's easy to react from frustration and helplessness. Under pressure, parents can fall into common traps without realizing it. Doing so unintentionally adds to kids' anxiety and discouragement, which saps motivation and destabilizes them.

Below are five common traps into which parents fall:



1. Repeating advice that hasn't worked before, then blaming kids when they get irritated.

"You heard what Mrs. Lang said, you need to stop forgetting to hand things in and start being more responsible ... Don't roll your eyes. You just can't take constructive criticism."

When kids are struggling, they already feel pressured and frustrated with themselves, on top of being worried about disappointing their parents. Repeating advice they've heard, and probably

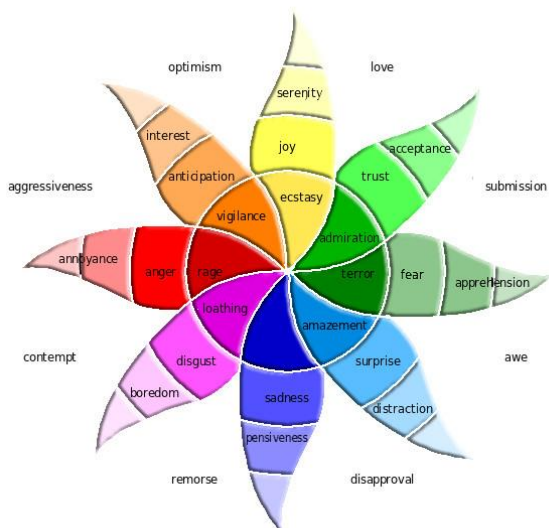
know, to “reinforce” the message is futile — like talking louder to someone who doesn’t speak the language. Kids experience being talked at in this way as parents not getting it, “rubbing it in” and pressuring them. Rather than helping, it increases their stress, makes them avoid you and, worst of all, and ruptures their sense of you as an ally and source of support.

Positive parenting alternative: “That was a tough meeting with Mrs. Lang. I know you’re under a lot of pressure.”; “Having to manage all the demands on you must be overwhelming.”; “You seem stressed. Let’s find a time to think things through and figure out how to make things easier.” This more collaborative approach demonstrates that you understand and care about teens’ feelings, not just their performance and your own agenda — inviting teens to trust and let down their guard.

2. Turning the volume up on emotional intensity, rather than down, during difficult times.

“Casey, if you don’t start caring and get better grades you’re not going to get into college or be somebody. Maybe we’ll pull you out of soccer so you can learn a lesson.”

Making the stakes too high creates fear, which interferes with learning. A mild degree of anxiety is useful for motivation, but too much stress is distracting, turns off executive functions, and puts kids into a reactive survival mode instead of their higher mind. Most kids under pressure who seem not to care actually have excessive underlying anxiety, and unconsciously use avoidance to manage stress and not get overwhelmed.



When parents resort to threats and escalation, it's a sign that they have lost perspective and are caught up in their own feelings. Criticism, warnings and punishment may create superficial compliance, but are ineffective at increasing positive behavior and actually reinforce power struggles and aggression. Authoritarian approaches also backfire in the long run because they impede self-reliance and natural motivation, as well as set the stage for anger, secrecy, shame and rebellion. (Limits and consequences are different than punishment in that limits aren't driven by anger or the intent to induce suffering).

Positive parenting alternative: "I know you put a lot into soccer. In high school, I had trouble balancing school with sports and the audio-visual club – though, like you, I was disappointed when I didn't get the grades." Here Casey's dad recognizes and values what Casey's doing right and what's important to him — a strategy that promotes positive behavior and develops teens' identity. Commenting on his commitment and effort in soccer sets a positive, receptive atmosphere. Instead of using his power, or warnings, to get his son to behave — Casey's dad bonds with him and reduces shame by making himself vulnerable too. His dad articulates Casey's predicament

regarding self-discipline, prioritizing, and time management, but does so in an accepting way that shows faith, respects Casey's autonomy and helps him "own" the conflict.

3. Misdiagnosing apparent lack of effort as laziness, over-focus on performance and grades.

To be effective in helping, we must accurately diagnose the problem. Executive function deficits, depression and anxiety are all issues of capacity that impact effort but have little to do with laziness, lack of values, or defiance. Disciplinary approaches using fear, logic, lecture, or punishment are unproductive, and create additional stress in children already paralyzed by inability to meet expectations.

Parents need to notice when kids are overwhelmed, provide emotional support, and assess what's wrong. With kids who have executive function deficits, parents can also help by being like a good administrative assistant — lining up supports and providing practical help to make things more manageable. Academic and executive function coaching should be outsourced, and not be parents' primary domain.

4. Poor timing of conversations.

Engaging teens when you are angry, though tempting, is ineffective since the prefrontal cortex, which processes information, is offline during high stress. Further, angry struggles not only increase resistance but normalize out of control reactions. Communication is more successful preemptively and, when respect is conveyed for a teen's autonomy by explicitly asking for their collaboration.

"I know we often get into a struggle about homework and computer time around now. When would be a good time over the weekend to put our heads together and figure out a plan that works better?"

Here the mom thinks ahead, strikes when the iron is cold, and uses as leverage respect and a more peaceful relationship between them – something important to teens. Teens need space after a rough experience, as we all do, and when they come home from school. The best time to talk is during quiet, neutral times such as: before bed, at dinner, during activities together, and in the car (but not to and from school).

5. Talking too much/lecturing rather than listening and being curious and asking non-judgmental questions.

The most important resource parents have with teens is the relationship, which functions behind the scenes to hold, contain, and help steer but not control them. In conversations, teens should take up more of the interaction and parents' messages should be brief and calm.

curious--



All kids want to do well, but teens struggle with competing needs. Look for evidence in general of the part of teens that share your values, and reflect this back to them as Casey's dad did. When parents quickly come down on a side, it hijacks teens' internal struggle and makes the part of them that agrees with you go underground. Then, rather than "owning" their conflict and sorting it out, teens' internal struggle becomes disguised as a battle between you and them.

Anxiety and emotional blind spots can make us inflexible and oblivious to what's really happening with our teens. But we can learn to recognize the signs of being entrenched in an unhelpful mindset such as: intense feelings, preoccupation with grades, rigidity, rumination, urgency, reactivity, and repetitive, unproductive cy-

cles. Positive, empowering parenting involves learning to step outside ourselves and shift our perspective, paying attention to our kids' emotional state.

The reward knows that teens who feel accepted, respected, and listened by parents fare better and are the most protected from harm. Further, when parents offer guidance (and limits) while supporting teens' autonomy, teens learn initiative, independence, and the ability to solve problems on their own.

Vocabulary list:

grade [greɪd] n – оценка

frustration [frʌs'treɪʃn] n - расстройство, срыв; чувство разочарования

trap [træp] n - ловушка, капкан, западня, засада

anxiety [æŋ'zaɪəti] n - тревога, беспокойство, забота; страх, опасение, боязнь

discouragement [dɪs'klɪdʒmənt] n - разочарование, упадок духа; обескураженность

sap [sæp] v – подрывать

advice [əd'vaɪs] n – совет(ы)

blame [bleɪm] v - винить, обвинять

responsible [rɪs'pɒnsəbl] adj – ответственный; надежный

disappoint [dɪsə'pɔɪnt] v – разочаровывать; обманывать

reinforce [ri:'ɪn'fɔ:s] v - усиливать, укреплять; подкреплять

futile ['fju:taɪl] adj – бесполезный; тщетный, пустой

increase ['ɪnkrɪ:s] v – увеличивать; увеличиваться, повышаться; возрастать, расти, усиливаться

avoid [ə'vɔɪd] v - избегать, сторониться, остерегаться; уклоняться

rupture ['rʌpʃə] v – разрывать; прорывать

ally ['ælaɪ] n - союзник, сторонник; друг

source [sɔ:s] n - источник, происхождение; исток, начало

support [sə'pɔ:t] n - поддержка, помощь; обеспечение, содержание; опора

tough [tʌf] adj – жесткий; трудный; крепкий, сильный

demand [dɪ'mɑ:nd] n – спрос; требование, потребность

overwhelm [əʊvə'welɪm] v – переполнять; подавлять, сокрушать; ошеломлять; поражать, потрясать

collaborative [kə'ləbəreɪv] adj - совместный, общий
 approach [ə'prəʊʃ] n - подход, метод
 performance [pə'fɔ:məns] n - исполнение, выступление, представление, выполнение, игра; производительность
 agenda [ə'dʒendə] n - повестка дня; программа; пункт повестки дня
 stake [steɪk] n - доля, ставка, участие
 fear [fiə] n - страх, опасение, боязнь, ужас, испуг
 interfere [ɪntə'fiə] v - мешать, препятствовать; сталкиваться; интерферировать; вредить
 survival [sə'vaɪvəl] n - выживание, выживаемость
 care [keə] v - беспокоиться, волноваться
 threat [θret] n - угроза, опасность
 sign [saɪn] n - знак, знамение, указатель, примета, символ, обозначение, жест, предзнаменование
 warning ['wɔ:nɪŋ] n - предупреждение, предостережение, оповещение; сигнал, знак, признак
 punishment ['pʌnɪʃmənt] n - наказание
 superficial [sju:pə'fɪʃəl] adj - поверхностный, внешний, неглубокий
 compliance [kəm'plaɪəns] n - соответствие, соблюдение, согласие; выполнение; податливость; уступчивость
 behavior [bi'heɪvɪər] n - поведение
 backfire [bæk'faɪər] v - иметь неприятные последствия
 impede [ɪm'pi:d] v - препятствовать, мешать; затруднять; задерживать
 rebellion [rɪ'beljən] n - восстание, мятеж, бунт, возмущение, сопротивление
 consequence ['kɒnsɪkwəns] n - последствие, следствие; вывод
 induce [ɪn'dju:s] v - вызывать; побуждать, стимулировать; индуцировать; приводить, убеждать; склонять
 recognize ['rekəɡnaɪz] v - признавать; распознавать; узнавать; осознавать, ценить
 commitment [kə'mɪtmənt] n - обязательство; приверженность; совершение
 reduce [rɪ'dju:s] v - уменьшать, снижать, сокращать, понижать
 vulnerable [ˈvʌlnərəbl] adj - уязвимый

predicament [prɪ'dɪkəmənt] n - затруднительное положение, затруднение
 faith [feɪθ] n - вера, доверие, верность
 apparent [ə'pærənt] adj - очевидный, явный, мнимый; несомненный
 issue ['ɪʃu:] n - вопрос, проблема
 defiance [dɪ'faɪəns] n - вызов; неповиновение, пренебрежение, сопротивление; вызывающее поведение
 notice ['nəʊtɪs] v - замечать; отмечать; уведомлять; обращать внимание; предупреждать
 collaboration [kələbə'reɪʃn] n - сотрудничество, совместная работа, участие
 evidence ['eɪvɪdəns] n - доказательство, свидетельство, данные, улика, подтверждение, факты, признак
 hijack ['haɪdʒæk] v - захватить
 disguise [dɪs'gaɪz] v - скрывать, маскировать; переодевать
 rigidity [rɪ'dʒɪdɪti] n - жесткость, строгость; негибкость, неупругость; твердость, стойкость
 rumination [ru:'mɪ'neɪʃn] n - размышление
 reward [rɪ'wɔ:d] n - награда, вознаграждение, поощрение, премия

Exercise 1. Give the Russian for:

it's easy to react from frustration and helplessness; under pressure; fall into common traps; positive parenting alternative; inviting teens to trust and let down their guard; create superficial compliance; reinforce power struggles and aggression; impede self-reliance and natural motivation; the intent to induce suffering; anxiety and emotional blind spots can make us inflexible and oblivious; positive, empowering parenting; accurately diagnose the problem; executive function deficits, depression and anxiety; learn initiative, independence, and the ability to solve problems on their own; paralyzed by inability to meet expectations; executive function deficits; a good administrative assistant; parents' primary domain; struggle with competing needs; paying attention to our kids' emotional state; the ability to solve problems on their own.

Exercise 2. Find in the text the English for:

детская тревожность и уныние; подрывать мотивацию; принимать конструктивную критику; чувствовать себя подавленным и разочарованным; хуже всего; союзник и источник поддержки; трудная встреча; совместный подход; страх, который мешает обучению; легкая степень тревожности; реактивный режим выживания; прибегать к угрозам и эскалации; создать поверхностное соответствие; усилить борьбу за власть и агрессию; авторитарный подход; подготовить почву для гнева, секретности, стыда и возмущения; стратегии, стимулирующие позитивное поведение; затруднительное положение относительно самодисциплины, определения приоритетов и управления временем; отсутствие ценностей, или неповиновение; дисциплинарные подходы; оказание практической помощи, чтобы сделать вещи более управляемыми; автономия подростка; это захватывает внутреннюю борьбу подростков; уходить в подполье; грубый опыт; сообщения родителей; предлагать руководство.

Exercise 3. Match the words in the left column with their meanings in the right one:

1. anxiety
2. discouragement
3. to blame
4. to disappoint
5. to rupture
6. demand
7. survival
8. punishment
9. compliance
10. defiance

- a) behavior that shows you refuse to do what someone tells you to do, especially because do not respect them
- b) the feeling of being very worried about something
- c) the need or desire that people have to particular goods and services
- d) the state of continuing to live or exist
- e) when someone obeys a rule, agreement, or demand
- f) something that discourages you
- g) to break or burst, or to make

something break or burst

h) something that is done in order to punish someone, or the act of punishing them

i) to say or think that someone or something is responsible for something bad

j) to make something feel unhappy because something they hoped for did not happen or was not as good as they expected

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

1. to induce

a) to persuade someone to do something, especially that does not seem wise

b) to make a woman give birth to her baby, by giving her a special drug

c) to cause a particular physical condition

2. to disappoint

a) to make something feel unhappy because something they hoped for did not happen or was not as good as they expected

b) to prevent something from happening that someone hoped for or expected

3. to rupture

a) to break or burst, or to make something break or burst

b) to damage good relations between people or a peaceful situation

- c) to cause an organ of the body, especially one near the abdomen, sticks out through the wall of muscle that normally surrounds it.
4. to reinforce
- a) to give support to an opinion, idea or feeling, and make it stronger
- b) to make part of a building, structure, piece of clothing etc. stronger
- c) to make a group of people, especially an army, stronger by adding people, equipment etc.
5. to disguise
- a) to change someone's appearance so that people cannot recognize them
- b) to change the appearance, sound, taste etc. of something so that people do not recognize it
- c) to hide a fact or feeling so that people will not notice it

Exercise 5. Insert the prepositions instead of the points (where it is necessary):

1. When grades are slipping and teens don't seem ... be taking action, it's easy to react ... frustration and helplessness.
2. ... pressure, parents can fall ... common traps without realizing it.
3. A mild degree ... anxiety is useful for motivation, but too much stress is distracting, turns off executive functions, and puts kids ... a reactive survival mode instead ... their higher mind.
4. When parents resort ... threats and escalation, it's a sign that they have lost perspective and are caught up ... their own feelings.
5. ... be effective in helping, we must accurately diagnose ... the problem.

6. Disciplinary approaches ... using fear, logic, lecture, or punishment are unproductive.
7. ... kids who have executive function deficits, parents can also help ... being like a good administrative assistant.
8. The best time to talk is ... quiet, neutral times such as: before bed, ... dinner, during activities together, and ... the car (but not to and from school).
9. All kids want to do well, but teens struggle ... competing needs.
10. Anxiety and emotional blind spots can make ... us inflexible and oblivious to what's really happening ... our teens.
11. The reward knows that teens who feel accepted, respected, and listened ... parents to fare better and are the most protected ... harm.

Exercise 6. Express agreement or disagreement with the statements:



1. Under pressure, parents can fall into common traps without realizing it.
2. When kids are struggling, they do not feel pressured and frustrated with themselves.



3. Making the stakes too high creates fear, which interferes with learning.
4. A mild degree of anxiety is not useful for motivation.
5. When parents resort to threats and escalation, it's a sign that they have lost perspective and are caught up in their own feelings.
6. Criticism, warnings and punishment may create superficial compliance.
7. To be effective in helping, we must not accurately diagnose the problem.
8. Parents need to notice when kids are overwhelmed, provide emotional support, and assess what's wrong.
9. Anxiety and emotional blind spots can make us inflexible and oblivious to what's really happening with our teens.
10. When parents offer guidance (and limits) while supporting teens' autonomy, teens do not learn initiative, independence, and the ability to solve problems on their own.

Exercise 7. Answer the following questions:



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1. When can parents fall into common traps?
2. What are five common traps into which parents fall?
3. When do kids feel pressured and frustrated with themselves?
4. What does the more collaborative approach demonstrate?
5. Is a mild degree of anxiety useful for motivation?
6. When do parents resort to threats and escalation?
7. Are criticism, warnings and punishment effective or ineffective at increasing positive behavior?
8. Do authoritarian approaches also backfire in the long run?
9. Does positive parenting alternative respect kid's autonomy and help him "own" the conflict?
10. Why must parents accurately diagnose the problem?
11. What do disciplinary approaches create in children already paralyzed by inability to meet expectations?
12. With what kids can parents also help by being like a good administrative assistant?
13. What is the best time to talk with teens?
14. Is the relationship the most important resource parents have with teens?
15. Should teens take up more of the interaction in conversations with parents?

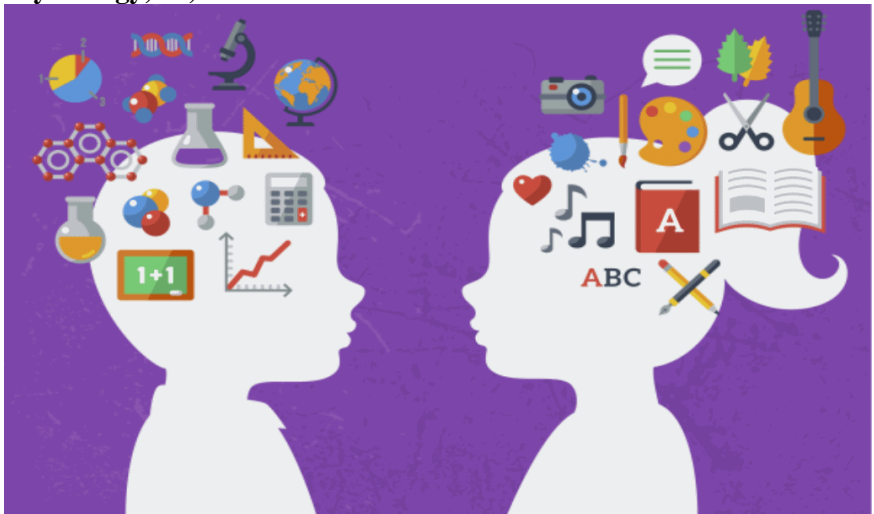
16. What parents' messages should be in conversations with teens?
17. What hijacks teens' internal struggle?
18. What can parents make inflexible and oblivious to what's really happening with teens?
19. What signs of being entrenched in an unhelpful mindset can parents learn to recognize?
20. What does positive, empowering parenting involve?
21. In what cases do teens learn initiative, independence, and the ability to solve problems on their own?

Unit 2. Reading Comprehension and Rendering Practice

Exercise 1. Look through the following summaries written by psych students for the article and choose the most appropriate option. Explain your choice.

Fall 2003: **Example 1.** Summary written by a Psych 209 student for the article

Yoder, J. D., Hogue, M. Newman, R., Metz, L. & LaVigne, T. (2003). Exploring moderators of gender differences: Contextual differences in door-holding behavior. Journal of Applied Social Psychology, 32, 1682-1686.



The social roles theory suggests that social contexts have different gender role expectations and those gender role expectations can maximize or minimize gender differences. For instance, there are three competing hypotheses as to why and in what situations certain people hold doors for others. The gender neutral stance hypothesizes an equal amount of door holding would consistently be done by both sexes for both sexes. Chivalry is associated with male roles and is another hypothesis that predicts that men hold doors open for women as an act of helpfulness. Yet another stance looks at male dominance and how it is expressed in door holding behavior. This stance adds to the social role theory hypothesizing that door holding behaviors will be different depending on the emphasis on gender roles in the social context. The research done by Yoder, Hogue, Newman, Metz and LaVigne (2003) looks at door holding behavior in a dating situation as opposed to everyday life situations, predicting that males will hold open doors more often during a dating situation than in an everyday life situation. Seven hundred and sixty-nine mixed-gender, college-age, male-female pairs were unobtrusively observed in 16 different locations. The locations selected were places where either dating or non-dating couples were most likely to be found. These locations included shopping malls, universities and fast-food restaurants, for non-dating couples, and sit down restaurants and skate rinks, for dating couples. The amount of door holding for the other, either male or female, was measured. In an everyday context 55.2% more women, in the couples observed, held the door open for men than men did for women. In a dating context the reverse was found, 66.8% more men, in the couples observed, held the door open for women than women held the door open for men. This study contradicts studies done about 20 years ago, which suggests that door holding practices and gender roles have changed somewhat over the years in everyday life scenarios but remain similar in dating scenarios. Applying these results to the social role theory also suggests that door holding behavior may be different in dating versus everyday life scenarios because gender roles are more prominent in dating scenarios.

Fall 2003: **Example 2.** Summary written by a Psych 209 student for the article

Yoder, J. D., Hogue, M. Newman, R., Metz, L. & LaVigne, T. (2003). Exploring moderators of gender differences: Contextual differences in door-holding behavior. *Journal of Applied Social Psychology*, 32, 1682-1686.

Researchers Yoder, Hogue, Newman, Metz, and LaVigne (2002) conducted a study to determine how gender salience affects door-holding behavior in the contexts of dating and everyday life. They hypothesized that, if door holding is a gender-neutral behavior, men and women would have the same rates of door holding in both contexts. If it is a helping behavior influenced by notions of chivalry, men would have higher rates in both contexts. Lastly, if it is a benevolent sexist behavior, men would have higher rates of door holding during dates than in everyday life. To obtain data for the study, five undergraduate students observed 769 college-age female-male pairs in 16 public places. Seven were everyday locations, pairs were only included in the study if a member of a non-courting pair was observed holding a door for the other member. In the dating locations, pairs were only included if a member of a courting pair exhibited door-holding behavior. The result of the study revealed that, in the context of everyday life, women held the door for men more than men did for women. However, in the dating context, men held the door for women more than women did for men. The data supported the benevolent sexism hypothesis but not the gender-neutral and helping behavior hypotheses. The outcome of this study implied that male door-holding behavior was more likely to occur in the context of dating because gender was more conspicuous. It supported the social role theory that the context variable is an important factor in influencing behavior.

Fall 2003: **Example 3.** Summary written by a Psych 209 student for the article

Yoder, J. D., Hogue, M. Newman, R., Metz, L. & LaVigne, T. (2003). Exploring moderators of gender differences: Contextual differences in door-holding behavior. *Journal of Applied Social Psychology*, 32, 1682-1686.



Previous research has indicated that moderator variables influence the role gender differences play in social behavior. Yoder, Hogue, Newman, Metz, and LaVigne (2003) theorized that social context influences gender differences in door-holding behavior and that there are three possible explanations for such behavior. Door-holding could be an act of courtesy, of chivalry, or of benevolent sexism, a behavior which outwardly seems benign but is motivated by sexism. The purpose of this study was to determine if differences exist in such behavior in the context of everyday life situations compared with dating situations. The researchers hypothesized the courtesy theory would result in data showing equal numbers of men and women opening doors in both situations, the chivalry theory would result in data showing men consistently opening doors for women in both situations, and the benevolent sexism theory would result in data showing men opening doors for women more often in settings which emphasize masculinity and heterosexuality, such as dating situations. In this study, researchers observed the door-holding behavior of 404 college-aged female-male dyads on weekdays at seven everyday locations such as fast food restaurants, and 365 college-aged couples on weekend evenings at nine dating locations such as skating rinks. Only the actions of couples who demonstrated courtship behaviors were recorded at the dating locations, and only the actions of non-couple dyads were recorded at the everyday locations. The researchers would record the gender of the door-holder only when one person opened the door to allow the other person to go through first. The results of the study showed a statistically significant difference between the door-holding behaviors of female-male dyads in everyday life situations versus dating situations. In the ob-

served everyday situations, women held doors open more often than men did. In the observed dating situations, men held doors open more often than women did. The researchers believe these results support their hypothesis that door-holding behavior is motivated by benevolent sexism. Studies of door-holding behavior that were conducted 20 years ago showed that men were most often the door-holders in both everyday and dating situations. The results of the current study suggest that the meaning of such behavior in everyday context has changed from a masculine behavior into a gender-neutral behavior. However, door-holding in the context of dating has retained its masculine motivation. Implications of the study suggest that future research of social behaviors should acknowledge and investigate the role of moderator variables.

Fall 2003: **Example 4.** Summary written by a Psych 209 student for the article

Yoder, J. D., Hogue, M. Newman, R., Metz, L. & LaVigne, T. (2003). Exploring moderators of gender differences: Contextual differences in door-holding behavior. *Journal of Applied Social Psychology*, 32, 1682-1686.

In order to describe and explain discrepancies between male and female conduct in social situations, one may look at the context of each situation. The degree of gender awareness that any particular set of circumstances provides may affect people's subsequent behavior in predictable ways. Yoder, Hogue, Newman, Metz, and LaVigne studied door-holding, a possible gender-related behavior, in both dating and everyday settings. They proposed three hypotheses for the three main explanations of door-holding by men for women. Simple politeness as a cause would lead to the same amount of door-holding by men across both settings, a desire to help women would lead to more door-holding by men across both settings, and a more sexist explanation would lead to more door-holding by men in the dating setting only.

To test these hypotheses, five undergraduates (three female, two male) collected data at sixteen public areas. They observed instances of door-holding in 769 male-female pairs at both every day and dating locations. At the dating locations, they only counted pairs who appeared to be romantically involved, while at the everyday lo-

cations, they only counted pairs who did not appear to be romantically involved. When data-collection ended, they first used a chi-square test. This assured them that the door-holding differences between locations were statistically relevant. Using the chi-square test again, they found that a significantly higher number of women were door-holders for men in the everyday locations. Conversely, a significantly higher number of men were door-holders for women in the dating locations.

These results support the idea that a type of benevolent sexism affects the behavior of men towards women in particularly gender-defining situations, such as dating. The tendency for women to hold doors more than men in everyday situations, then, serves to further define the clear difference between men and women's actions in dating. This suggests that using a moderator variable, such as the degree to which a situation may enhance the differences in behavior between genders, will be useful in later social psychology studies.

Fall 2003: **Example 5.** Summary written by a Psych 209 student for the article

Yoder, J. D., Hogue, M. Newman, R., Metz, L. & LaVigne, T. (2003). Exploring moderators of gender differences: Contextual differences in door-holding behavior. *Journal of Applied Social Psychology*, 32, 1682-1686.

Research performed by Yoder, Hogue, Newman, Metz and Lavigne (2002) used door holding as a proxy variable to measure gender differences in social situations. These authors had three competing hypotheses based on door holding as being gender neutral, gender helpful or benevolently sexist. They felt if door holding was gender neutral, there would be no difference in whether a man or woman held the door in any situation. Likewise, if the act was gender helpful (with helpful being related to chivalry and therefore a more masculine act), men would be more likely to hold the door for women in any situation. The third hypothesis was door holding as a benevolently sexist act and would show that men would be more likely to hold doors for women while portraying gender specific roles (i.e. heterosexual dating), but would not hold doors as much for women in everyday social situations. Yoder, Hogue, Newman, Metz and

Lavigne (2002) designed their experiment to determine which hypothesis better represents male-female behavior.

In this experiment, 769 male-female college aged pairs were observed independently by five undergraduate students in both everyday social situations and situations in which they might be portraying gender specific roles (heterosexual dating). To be included in the study, the pair had to approach the door together and one member (either male or female) had to open the door for the other person. 404 male-female pairs were observed opening doors for each other at 7 different common social areas and were included in the study only if they showed no outward signs of dating. Alternatively, 365 male-female pairs were observed at 9 traditional dating locations and were only included if they exhibited clear signs of dating.

The researchers showed that women hold the door significantly more than men ($\chi^2 (1, N = 404) = 4.37, p=.037$), over 55% of the time, in everyday situations. Men, however, held the door significantly more than women ($\chi^2 (1, N = 365) = 41.45, p < .001$), over 66% of the time, while in gender specific roles. After analyzing the data, the only supported hypothesis was that door holding could be explained as benevolently sexist, meaning that men perceived women much more stereotypically while in gender specific roles and consequently enforced helpful gender stereotypes with more frequency whether or not their actions were controlling. Yoder, Hogue, Newman, Metz and Lavigne (2002) were able to show that gender relations change due to specific social situations and proxy variables should be used only in their context to define male-female interaction.

Fall 2003: **Example 6.** Summary written by a Psych 209 student for the article

Yoder, J. D., Hogue, M. Newman, R., Metz, L. & LaVigne, T. (2003). Exploring moderators of gender differences: Contextual differences in door-holding behavior. *Journal of Applied Social Psychology*, 32, 1682-1686.

Recent studies have sought to determine the strengths of gender stereotypes through social behavior. One study by Yoder, Hogue, Newman, Metz, and LaVigne (2002) investigated how con-

spicuous gender roles affect the behavior of men and women in daily life. The study examined the social meaning of door-holding behavior by seeing how the behavior differed in everyday life versus on dates, when gender roles would be emphasized. Yoder et al. based their predictions on three different paradigms. The gender-neutral stance states that door-holding is a courtesy, and therefore predicts the behavior would be performed equally between the sexes in both conditions. The helping perspective suggests that door-holding is associated with the masculine concept of chivalry, and predicts that in both everyday life and on dates there would be a pattern of men opening doors for women. The third perspective maintains that door-holding is a type of benevolent sexism, in which apparently helping behavior reinforces sexist ideals and predicts that men would open doors for women more often in gender-salient conditions, such as on dates, than in everyday life.

In this study, 769 college-aged male-female pairs were unobtrusively observed in situations where one of the pair opened a door for the other. Of these, 404 pairs were observed on weekdays in everyday circumstances while not exhibiting signs of courtship. The other 365 pairs showed physical signs of courtship, and were observed on Friday and Saturday evenings in dating locations. It was found that in everyday settings, more females opened the door for males, which was statistically significantly more than males opened for females. In the dating situations, more men opened doors for women, a complete reversal from everyday situations.

Both the gender-neutral paradigm and the helping paradigm predict no statistically significant change in pattern across conditions. The benevolent sexism hypothesis is congruent with the results that men are more likely to open doors for women in conditions where gender roles are exaggerated. The study suggests that sexism is associated with door-holding. The pattern of women opening doors more for men in everyday situations suggests that door-holding has lost its masculine, chivalrous connotation, and has become associated with the qualities of politeness and care giving, which are considered to be feminine. Moreover, the study supports the idea that behavior follows traditional models of benevolent sexism in conditions in which gender roles are more evident.

Exercise 2. Write your own option of a summary of the text given below.

Five Reasons Not To Marry the One You Love

By Marie Hartwell-Walker, Ed.D.



For many young girls, being a bride is the closest thing possible to living out childhood fantasies of being a princess. The wedding industry and bridal magazines collaborate in spinning the myth. Find the perfect prince, put on the perfect wedding pageant and live happily ever after. It's an alluring story for almost everyone. How could it not be? For the unhappy, the alone, and the lonely it can be an intoxicating idea. Getting married can seem like the end of all a girl's problems. Getting married can seem like a way to get a new start.

It doesn't work that way. Marrying as a solution to painful circumstances almost never leads to a good and lasting marriage. Marriages that are a conscious or unconscious way out of a difficult situation don't have the staying power that comes with mature love, shared values and a commitment to the future by two mature adults.

Here are my top five mistaken reasons that people marry:

1. To escape the family of origin

Jackey's parents are brutal. She hasn't felt loved just about ever. Her mother is constantly critical. Her father scares her, especially when he drinks. Her younger sister seems bent on setting her up to be the target so she can fly under the radar of parental chaos. For Jackey, marrying her boyfriend as soon as they graduate from high school this June seems like a way out.

Yes, some families are abusive. Some parents don't know how to love and protect. Some are so toxic that the only way to survive is to flee. But flight into an early marriage with a teenage sweetheart or just anybody who is willing isn't a good enough foundation for a marriage. The fear that spurs flight can cloud a person's judgment about who would really make a good partner. It's easy to romanticize someone who offers an alternative to daily ridicule and pain.



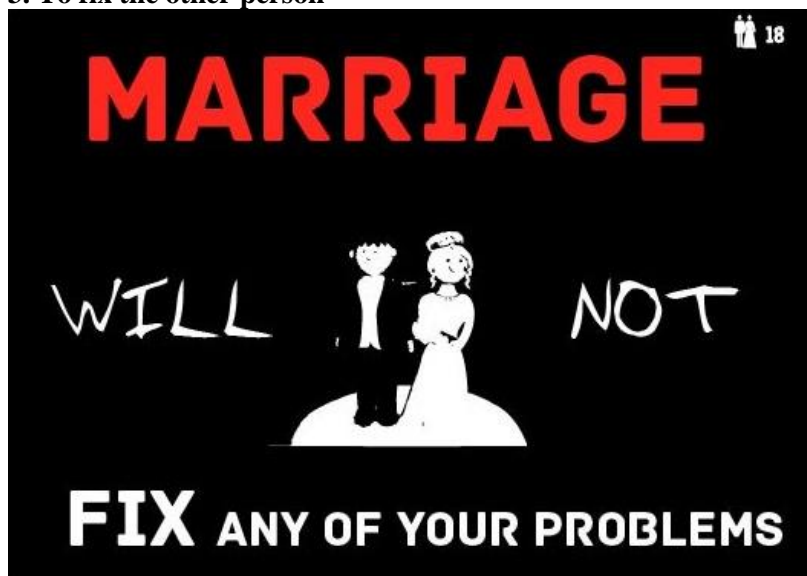
2. Because it's the next logical thing

Tony and Melody have been dating since they were 14. Neither of them has ever dated anyone else or even considered it. They've been best friends and lovers through their teen years, went to the same college, and have been talking for years about what kind of house they'd like to have someday and what their kids' names will

be. Tony's parents adore Melody. Melody's parents think Tony is a fine match for their daughter. It only makes sense for them to get married. Or does it?

Neither Tony nor Melody has a clue about who they are without the other. They have never tested themselves as individuals; never been anywhere or done anything significant that didn't involve the other. Sometimes couples like them can last. But often enough, the growing up that happens in the 20s means growing apart. As they enter careers that introduce them to new people and new experiences, one or the other of them may well begin to wonder if they would make the same choice now as they did when they were 14.

3. To fix the other person



Joey and Maryanne agree on one important thing: He needs fixing. He needs her. He feels empty and desperate without her. He says he will die if she leaves him. He has even threatened suicide if she tries. She has an idea that she can rescue him and that she gives meaning to his life. That idea gives meaning to hers.

Neither of these people has a strong sense of self nor life goals they are passionate about. The intensity of their relationship

consumes them and distracts them from finding and maintaining good friends or good work. They are each other's everything. What they fail to understand is that by being so wrapped up in the drama of "saving" him, neither one of them is developing personally into the adult they could be. It's unlikely that Maryanne can "save" Joey when Joey doesn't really want to stand on his own feet. A marriage created on these terms is likely to be disastrous for them both.

4. To legitimize sex

Angie and Nick both come from deeply religious families. Angie pledged she would stay pure until marriage. Nick agreed that it was very important to wait until their wedding to have sex. But a combination of hormones and alcohol overtook those good intentions. They had sex. They liked it. They rationalized continuing to be intimate but the guilt that came with it made them both miserable. To them, getting married makes going against their own values at least a little okay. Never mind that they each had some doubts about the relationship before they fell into bed with each other. Never mind that they each still kind of blame the other for what happened. Those seeds of doubt and blame are likely to fester and grow. Marriage may make them feel less guilty about having sex but it won't resolve other issues that undermine their relationship.

5. To avoid being alone



Robyn is terrified. She's always had a boyfriend since she was 13. She has dated a number of guys but always had someone new lined up before she ended a relationship. Now 22, she's just been dumped by the most recent boyfriend for being too needy. A demanding project at work has meant long hours at the office and no time to look for someone new. She hates being alone in her apartment at night. She doesn't know what to do with herself on weekends. She feels empty and scared. She's tried calling her ex but he's put off by her tears. She's running through her files for someone, anyone, who can fill up the hole in her life. She's likely to fall into marriage with the first guy who shows interest just so she'll never have to feel this way again.



Marriage does provide a partner in life but it doesn't guarantee that the partner will be good at partnering. Sometimes people like Robyn luck out and find someone who is truly willing and able to be their best friend and companion. More often, they are terribly disappointed. In their rush to marry to fend off their fear of abandonment, they didn't take the time to find someone who shared their interests and values.

Men can be as vulnerable to making these mistakes as women. Older people aren't exempt either. Regardless of age or gender, the desire to marry, to have a constant partner, and to share a life is a healthy one. However, a wedding that's a mistaken solution to personal or couple problems won't guarantee a happily-ever-after marriage. That requires a union of two complete and whole adults who love each other deeply, unselfishly, and respectfully and who share a commitment to keep their wedding vows. Only then can a bond be created that withstands life's challenges and deepens over time.



Unit 3. Discussion & Writing Practice

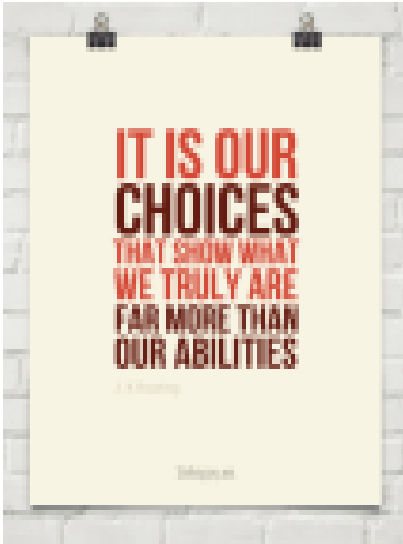
Exercise 1. Read proverbs about conflicts. Translate them into Russian and make up a story with one of the proverbs in English.

1. To add fuel to the fire. – (*English Proverb*)
2. Nobody can serve two masters. – (*Albanian Proverb*)
3. Let him who will not have advice have conflict. – (*Irish Proverb*)
4. Anger is like a thorn in the heart. – (*Yiddish Proverb*)
5. Anger begins with madness, but ends in regret. – (*Arabic Proverb*)

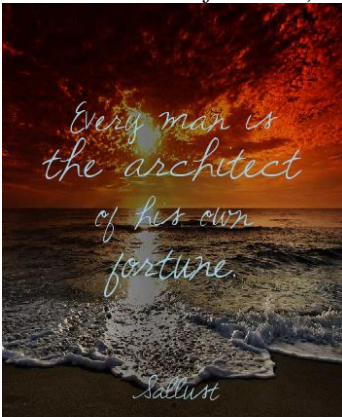
Exercise 2. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience.

1. Love conquers all. ~ *Virgil*





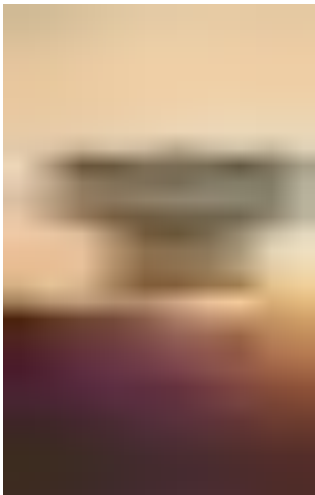
2. . ~ J. K. Rowling (*Harry Potter and The Chamber of Secrets*)



3. . ~ Appian Claudius



4.



5.

~ *Bill Cosby*



6. . ~ Lao Tzu

7. Begin challenging your own assumptions. Your assumptions are your windows on the world. Scrub them off every once in awhile, or the light won't come in. ~ Alan Alda

8. Transformation comes more from pursuing profound questions than seeking practical answers. ~ Peter Block



9. ~ Phyllis
Bottome

Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version (if you can). Express the main idea in brief. Learn the poem by heart.

What It's Like (by Michelle Corbin)



When I laugh, I cry,
Always holding the pain inside
I'm like a screaming child.

My tears are wet, but they always dry,
Always finding some place to hide
I'm a number that can't be dialed.

My wings are broken, but I want to fly,
Instead, I'm paying for my next ride
Somehow, always feeling exiled.

I want to live, and I want to die,
It's like no one is on my side
I'm waiting to be reconciled.

Trying to breathe, but only a sigh,

I may have failed, but at least I tried
Faking it and forcing it, I smiled.

The question is always why,
Whenever answering, I've only lied
The truth only reviled.

I slowly turn toward the sky,
It all so open and wide
Begging for a reply, instead my words only filed.

Unit 5. English Grammar & Exercises

Structure of reported speech

direct speech It's better to wait.

reported speech She said that it was better to wait.

direct speech I've (I have) never been to Spain.

reported speech He said that he had never been to Spain.

Reported speech: common mistakes

Common mistakes	Correct version	Why?
She said me that she wasn't able to do it.	She told me that she wasn't able to do it.	After tell we mention the listener. After say we don't mention the listener.
She told me that she is looking for her handbag.	She told me that she was looking for her handbag.	If the reporting verb (in this case tell) is in the past tense, we usually change the tense of the verb which follows:
He told me he hasn't seen her before.	He told me he hadn't seen her before.	I am ⇒ I was
She told me she will see him later.	She told me she would see him later.	I can ⇒ I could have been ⇒ had been

I told him don't go there.	I told him not to go there.	was ⇒ had been will ⇒ would can ⇒ could When we report a command or warning, we use (not) + to + infinitive .
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Upper-intermediate grammar exercise: reported speech



Exercise 1. In this exercise you will practice reported speech. Instructions: rewrite the following in reported speech.

- Martin said, "I am ill."
Martin said that ill.
- Martin said, "I've just bought a house."
Martin said that a house.
- Martin said, "I'm going on holiday tomorrow."
Martin said that he on holiday the next day.
- Martin said, "I can call her."
Martin said that he her.
- Martin said, "John doesn't have time tomorrow."
Martin said that John time the next day.
- Martin said, "It'll be tough."
Martin said that it tough, but it wasn't.
- Martin said, "I've been looking for you."
Martin told me that he for me.

8. Martin said, "I won't be there."
Martin said hethere, but he was.

Upper-intermediate grammar exercise: word order in reported speech sentences

Exercise 2. In this exercise you will practise word order in reported speech. Instructions: Rearrange the words in brackets into the correct order.

1. She said she..... (had there been never)
2. He explained.....to do it. (easy be how it would)
3. He asked me..... (bought had it I if yet)
4. He asked (what her would like it look)
5. He toldit. (possibly he do me couldn't)
6. He asked (of point what the me was it)
7. She askedto do it. (any me I hadn't why time had)
8. He asked (I yet had if it finished me)
9. He toldvisit her. (planning he was that to me)
10. He asked ifwhile. (it to wouldn't be wait better a)

Exercise 3. Are these reported questions Correct or Wrong?

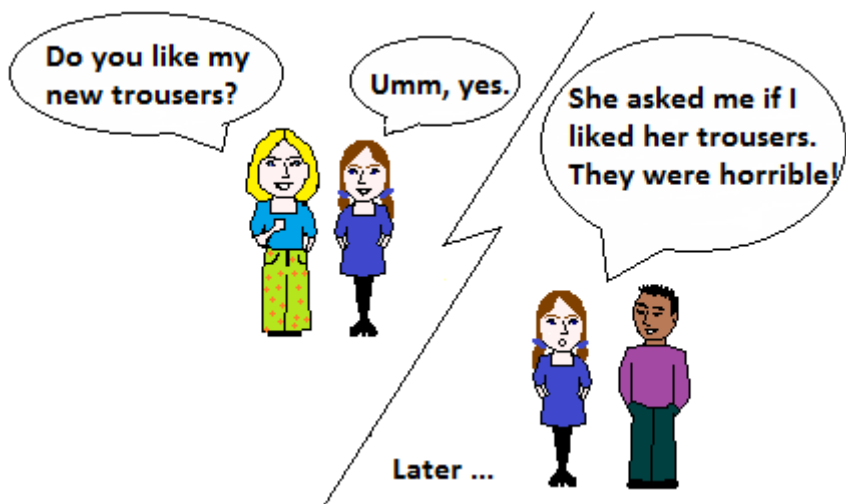
1. Can you tell me what time the last performance does start?
Correct
Wrong
2. He wanted to know if I was coming or not.
Correct
Wrong
3. Please tell me what you mean by your last remark.
Correct
Wrong
4. She asked me how often are we hungry.
Correct
Wrong
5. Dan asked me what time the train left and how long it would take.
Correct
Wrong

6. She asked if I have been to France last year.
Correct
Wrong
7. I want to know can you borrow bowling shoes here?
Correct
Wrong
8. My mother can't remember if she ordered a large pizza or not.
Correct
Wrong

Exercise 4. Read these sentences that contain reported questions. Each sentence has an extra word. Write the extra word in the space.

1. I would really love to know what my mother have said to him.
2. The old lady did asked me where the bank was.
3. They asked me what was I was doing.
4. I asked my uncle if he has ever went to Mexico.
5. My mother has asked me if I wanted to eat dinner or not.
6. We wondered that if somebody was going to call the police eventually.
7. David asked to me where I usually park my car in the morning.
8. I wanted to know if I must had to do the composition for Tuesday or Wednesday.

Exercise 5. Put these words into the correct order to make sentences with reported questions. Don't forget to include all punctuation!



1. asked / his / Chris / . / was / mother / tell / me / him / to / where
2. hours / week / know / I / wanted / many / . / how / to / worked / she / last
3. was / I / asked / position / boss / me / new / enjoying / my / if / . / my
4. how / I / fast / asked / she / could / . / type / if / and
5. suspect / police / knew / he / if / the / officer / the / the / asked / . / victim
6. to / ever / been / asked / she / States / had / United / I / . / me / the / if
7. tried / . / party / to / find / to / I / the / come / to / wanted / out / if / Gwen
8. train / whether / I / . / enquired / had / or / by / he / bus / come

Exercise 6. Re-order these words to make sentences that use reported speech. The first word in each sentence is "Susan".

1. computer / told / broke / it / Susan / her / me / who / . / was / the
2. can't / that / tonight / . / Susan / to / me / said / she / come
3. me / to / . / she / me / money / back / the / Susan / promised / pay / owes
4. for / said / new / computer / Susan / Tony / . / the / paid / that / had

5. / she / anything / wouldn't / mother / that / agreed / her / Susan / tell
6. admitted / what / her / . / hadn't / she / that / Susan / asked / I'd / understood
7. coming / . / the / Phil / warned / Susan / to / house / keep / to / not
8. her / Susan / that / . / manager / was / she / said / pregnant / to / bank

Exercise 7. Write these direct quotations as reported speech.

1. Julie said, "My birthday is on Friday." Julie said .
2. John said, "I saw that movie once before." John said he .
3. My friend said, "I'll come with you." My friend said she me.
4. The veterinarian said, "I'll give the cat an injection." The veterinarian said he .
5. Sally asked, "Can I help you plan the party?" Sally asked if us plan the party.
6. Rachel said, "I'm baking a cake for the party." Rachel told me .
7. The doctor said, "You need to have an operation." The doctor told me .
8. She said, "I've been cleaning the house all morning." She said she .
9. She asked, "Do you want some lemonade?" She asked if we .
10. Tom asked, "Have you ever been on a sailboat before?" Tom asked if we .

Chapter THREE

Displacement As A Defense Mechanism Of The Psyche In Psychology

Unit 1. Reading and Translation Practice

What Does Displacement Mean in Psychology?

Displacement is a defense mechanism whereby a person directs his/her negative emotions and frustrations onto another object in order to get rid of the negative feelings. In this Buzzle article, we will understand this concept further, and provide examples of the same.



Did You Know?

A rebound relationship is also considered to be a form of displacement. Human beings deal with varied negative emotions by making use of defense mechanisms. Defense mechanisms are subconscious coping techniques that are used to lessen the intensity of anything that is unpleasant, threatening, or unacceptable. A very common defense mechanism that is used in everyday life is that of displacement. Displacement comes about when a person directs or

displaces their negative emotions, impulses, frustrations, and reactions onto a less threatening subject in order to avoid negative consequences. In this following Buzzle article, we will understand the very interesting concept of displacement in greater detail and give you examples of the same.

What are Defense Mechanisms?

It was Sigmund Freud who first proposed the concept of defense mechanisms and went on to explain how they were an integral part of a person's unconscious psyche. He said that without the aid of these mechanisms, a person would constantly be dealing with varied levels of negative emotions in all their intensity, which could cause irreparable damage to his mental health. In order to protect oneself from the direct onslaught of these emotions, defense mechanisms act as sort of buffers or shock absorbers to lessen the pain and aid a person in dealing with the negativity.

What is Displacement?



Displacement comes about when a person directs his negative emotions and frustrations onto another, less threatening subject. However, the subject/object that the emotions are targeted towards is not the source of the frustrations; he is simply chosen because he is

less threatening and less harmful. Displacement occurs because a person anticipates a negative consequence if the negative reaction is directed towards the source, which is why, a less-threatening source, is chosen. For displacement to occur, even the slightest trigger suffices to bring about this negative reaction towards the target. Moreover, when studied objectively, the intensity of the reaction is usually not justified by the cause or trigger—which is relatively mild in comparison to the reaction that comes about. So, by using this defense mechanism, a person gets rid of his negativity and rising toxic emotions by directing them onto another person, and thereby gains some form of mental peace back. For example, say you're about to go meet a friend, and right before you leave your apartment, you have a tiff with your landlord, setting in a sour mood. When you reach the meeting place, your friend has still not arrived and is 15 minutes late. When she's finally there, she explains that she was stuck in traffic for the last 30 minutes. You then proceed to give her an earful saying that she has no consideration for anyone else's time except her own self. This is displacement at play—where, in spite of being backed by a genuine reason; you still give her an earful because you cannot say the negative things to your landlord with the fear of being evicted. Displacement often plays itself out as a chain reaction and does not usually stop at one incident. For example, when you shout at your friend, the friend will in turn get angry at her boyfriend and the boyfriend at a waiter and the waiter at a stray dog. Thus, the chain reaction continues and only a slight trigger suffices to bring about the reaction.

Examples of Displacement

The following are certain displacement psychology examples that you can go through to understand this concept more clearly.

Example 1

The math teacher shouts at you in front of the whole class for not completing your homework. While entering home after school, you almost trip over on one of your little brother's cars and you hit him hard. Since you could not have said anything to the teacher, you come home and displace your anger and frustration out on your little

brother who cannot hit you back with the same intensity as you can.



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Example 2

You get shouted at by your mother for not taking out the trash, you displace the anger by slamming the door hard on your way out because you can't talk back to your mother.



Example 3

Your boss shouts at you for not having kept a report ready on time, you can't shout back at your boss fearing you will lose your job. Once home, you get an opportunity to take the frustration out on your husband because he has forgotten to pick up the milk. Displacement is one of the most common defense mechanisms that is comes about very subconsciously. Now that you know what this en-

tails, it will be easier for you to identify the occurrence of the same if ever and whenever you're in a situation like this.



Vocabulary list:

displace [dis'pleɪs] v - вытеснять; смещать, перекладывать; замещать, заменять; перемещать, переставлять

defense [di'fens] adj - оборонный, оборонительный; защитный

whereby [weə'baɪ] adv - посредством чего

frustration [frʌs'treɪʃn] n - расстройство ; фрустрация; срыв; чувство разочарования

get rid of v – избавиться

provide [prə'vaɪd] v – обеспечивать; предоставлять; предусматривать; давать

deal with [di:l wɪð] v - иметь дело

subconscious ['sʌb'kɒnʃəs] adj – подсознательный

lessen [lesn] v - уменьшать, сокращать

threat [θret] n - угроза, опасность

acceptable [ək'septəbl] adj - приемлемый, допустимый

avoid [ə'vɔɪd] v – избегать; уклоняться; сторониться, остерегаться

consequence ['kɒnsɪkwəns] n - следствие, следствие; вывод

propose [prə'pəʊz] v – предлагать; предполагать; представлять

psyche ['saɪkɪ] n – душа; психея; дух

cause [kɔ:z] v – вызывать; заставлять; велеть

irreparable [ɪ'repərəbl] adl – непоправимый; неисправимый
 damage ['dæmɪdʒ] n - ущерб, урон, вред, убыток; повреждение
 mental [mentl] adj - психический, умственный, мысленный, интеллектуальный
 onslaught ['ɒnslɔ:t] n - нападение, атака
 buffer ['bʌfə] n – буфер; амортизатор, демпфер
 harmful ['hɑ:mfol] adj - вредный, опасный; пагубный, губительный
 occur [ə'kɜ:] v - происходить, иметь место, случаться; встречаться
 anticipate [æn'tɪsɪpeɪt] v – ожидать; предвидеть, предугадывать, предчувствовать; предвосхищать, предвкушать, упреждать
 slight [slaɪt] adj - легкий, слабый, тонкий; незначительный
 trigger ['trɪgə] n – триггер; спусковой крючок; собачка
 suffice [sə'faɪs] v - хватать, быть достаточным; удовлетворять
 target ['tɑ:ɡɪt] n - цель, мишень; объект, предмет; задание; план
 justify ['dʒʌstɪfaɪ] v – оправдывать; обосновывать; подтверждать, доказывать; объяснять
 mild [maɪld] adj - мягкий, легкий; умеренный; спокойный, тихий; неострый
 comparison [kəm'pærɪsn] n - сравнение, сопоставление, сличение; аналогия
 gain [ɡeɪn] v - получать, зарабатывать, добывать; приобретать; добиться, добиваться, достигать; выигрывать
 tiff [tɪf] n - размолвка, стычка
 sour ['saʊə] adj - кислый, кислотный; мрачный, угрюмый
 mood [mu:d] n - настроение, расположение духа
 proceed [prə'si:d] v - продолжать; идти, поступать, отправляться, направляться; протекать; действовать; переходить; приступать; развиваться; возобновлять
 in spite of [ɪn spaɪt əv] adv - несмотря на; несмотря на то
 genuine ['dʒenjuɪn] adj - подлинный, истинный; неподдельный, искренний; реальный
 reason [ri:zn] n - причина, повод, мотив; разум, рассудок, ум; соображение; довод; оправдание
 earful n – нагоняй
 fear [fiə] n - страх, опасение, боязнь, ужас, испуг
 evict [i:'vɪkt] v - выселять; изгонять

stray [streɪ] adj - бездомный, беспризорный; случайный; рассеянный

trash [træʃ] n - мусор, хлам, отбросы; макулатура

slam [slæm] v - захлопывать, захлопываться; швырять

entail [ɪn'teɪl] v - влечь за собой; вызывать

occurrence [ə'klʌrəns] n - случай; явление; происшествие, инцидент; распространенность; месторождение

Exercise 1. Give the Russian for:

to lessen the intensity of anything that is unpleasant, threatening, or unacceptable; in order to avoid negative consequences; a rebound relationship; subconscious coping techniques; an integral part of a person's unconscious psyche; act as sort of buffers or shock absorbers to lessen the pain; less threatening and less harmful; a person anticipates a negative consequence; a person gets rid of his negativity and rising toxic emotions by directing them onto another person; have a tiff with your landlord; setting in a sour mood; displacement at play; in spite of being backed by a genuine reason; a slight trigger suffices to bring about the reaction; displace the anger by slamming the door hard on your way out.

Exercise 2. Find in the text the English for:

защитный механизм; справляться с различными негативными эмоциями; когда человек направляет или вытесняет свои негативные эмоции, импульсы, фрустрации и реакции на менее угрожающий предмет; непосредственный натиск этих эмоций; помощь человеку в решении негатива; чтобы избежать негативных последствий; имея дело с разными уровнями отрицательных эмоций во всей их интенсивности; нанести непоправимый ущерб его психическому здоровью; источник фрустрации; тем самым получает обратно некоторую форму психического мира; чтобы дать ей нагоняй; в страхе быть выселенным; цепная реакция.

Exercise 3. Match the words in the left column with their meanings in the right one:

- | | |
|------------------|---|
| 1. to displace | a) someone's mind, or their deepest feelings, which control their attitudes and behavior |
| 2. frustration | b) the feeling of being annoyed, upset, or impatient because you cannot control or change a situation, or achieve something |
| 3. subconscious | c) the way you feel at a particular time |
| 4. threat | d) to take the place or position of something or someone |
| 5. to avoid | e) the feeling you get when you are afraid or worried that something bad is going to happen |
| 6. psyche | f) a statement in which you tell someone that you will cause them harm or trouble if they do not do what you want |
| 7. to anticipate | g) the part of your mind that has thoughts and feelings you do not know about |
| 8. to justify | h) to prevent something bad from happening |
| 9. fear | i) to expect that something will happen and be ready for it |
| 10. mood | j) to give an acceptable explanation for something that other people think is unreasonable |

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

- | | |
|------------------|---|
| 1. to justify | <ul style="list-style-type: none">b) to give an acceptable explanation for something that other people think is unreasonablec) to be a good and acceptable reason for somethingd) to arrange lines of words on a page or computer screen so that they form a straight edge on both the right and left sides |
| 2. to anticipate | <ul style="list-style-type: none">a) to expect that something will happen and be ready for itb) to think about something that is going to happen, especially something pleasantc) to do something before someone else |
| 3. to displace | <ul style="list-style-type: none">a) to take the place or position of something or someoneb) to make a group of people or animals have to leave the place where they normally livec) to force something out of its usual place or position |
| 4. to avoid | <ul style="list-style-type: none">a) to prevent something bad from happeningb) to stay away from someone or something, or not use something |

c) to deliberately not do something, especially something wrong, dangerous, or harmful

5. to gain

a) to obtain or achieve something you want or need

b) to gradually get more and more of a quality, feeling etc., especially a useful or valuable one

c) to get an advantage from a situation, opportunity, or event

Exercise 5. Insert the prepositions instead of the points (where it is necessary):

1. Human beings deal ... varied negative emotions ... making use of defense mechanisms.

2. It was Sigmund Freud who first proposed the concept ... defense mechanisms and went ... to explain how they were an integral part ... a person's unconscious psyche.

3. Displacement comes ... when a person directs ... his negative emotions and frustrations ... another, less threatening subject.

4. For displacement ... occur, even the slightest trigger suffices to bring ... this negative reaction ... the target.

5. So, ... using this defense mechanism, a person gets rid ... his negativity and rising toxic emotions by directing them ... another person, and thereby ... gains some form ... mental peace back.

6. Displacement often plays itself ... as a chain reaction and does not usually stop ... one incident.

7. Since you could not have said anything ... the teacher, you come home and displace ... your anger and frustration ... on your little brother who cannot hit you back ... the same intensity as you can.

8. You get shouted ... by your mother for not taking ... the trash, you displace the anger ... slamming the door hard on your way out because you can't talk back ... your mother.

9. Displacement is one ... the most common defense mechanisms that is comes ... very subconsciously.

Exercise 6. Express agreement or disagreement with the statements:



1. Displacement is a defense mechanism whereby a person directs his/her negative emotions and frustrations onto another object in order to get rid of the negative feelings.
2. A rebound relationship is not considered to be a form of displacement.
3. Human beings deal with varied negative emotions by making use



of defense mechanisms.

4. Defense mechanisms are subconscious coping techniques that are used to increase the intensity of anything that is unpleasant, threatening, or unacceptable.
5. It was Sigmund Freud who first proposed the concept of defense mechanisms and went on to explain how they were an integral part of a person's unconscious psyche.

6. Defense mechanisms do not act as sort of buffers or shock absorbers to lessen the pain and do not aid a person in dealing with the negativity.
7. For displacement to occur, even the slightest trigger suffices to bring about this negative reaction towards the target.
8. Displacement often plays itself out as a chain reaction and does not usually stop at one incident.
9. Displacement is one of the most common defense mechanisms that is comes about very subconsciously.

Exercise 7. Answer the following questions:



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1. What is displacement?
2. What is this defense mechanism intended for?
3. Is a rebound relationship also considered to be a form of displacement?
4. What kind of techniques are defense mechanisms?
5. When does displacement come about?
6. Who first proposed and explained the concept of defense mechanisms as an integral part of a person's unconscious psyche?
7. What acts as sort of buffers or shock absorbers to lessen the pain and aids a person in dealing with the negativity?
8. Is the subject/object that the emotions are targeted towards the source of the frustrations when displacement occurs?

9. Does a person gain some form of mental peace back by using this defense mechanism?
10. Can you provide any examples of displacement at play?
11. Does displacement play itself out as a chain reaction?
12. Does it stop at one incident?

Unit 2. Reading Comprehension and Rendering Practice

Exercise 1. Write your own option of a summary of the text given below.

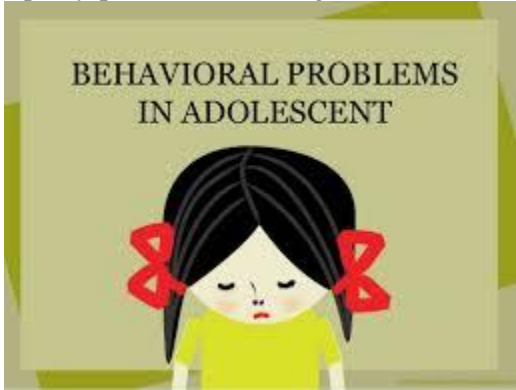
Adolescent Behavior Problems



Behavior issues among adolescents can become a large and serious if not tackled at the correct time. This article will give you information on behavioral problems that creep up during adolescence which is called the most difficult phase of life.

Adolescence represents an inner emotional upheaval, a struggle between the eternal human wish to cling to the past and the

equally powerful wish to get on with the future. - Louise J. Kaplan.



Adolescence is usually seen as a difficult stage for parents of teenage children. Parents find hard to accept the fact that their little kid who clung to them for every small need, suddenly desires to be alone or with his friends. However, what parents do not realize is that just like them, the children are also passing through a difficult stage.

anxiety



They are trying to deal with physical, emotional, and moral changes occurring to them, and have started observing the world in a completely different way. It is also a time of confusion, where at times, they are treated like adults while at the next moment, like little kids by their parents. As adolescence is a period where children try to establish their identity, this can actually add to their dilemma. As adolescents begin to see everything in a new light, parents can observe certain behavioral changes in their child. Some of them are a part of

normal adolescent behavior that diminishes when the teenager becomes an adult; however, sometimes, they can lead to more serious and dangerous problems which may affect their future lives.

Normal Adolescent Behavior

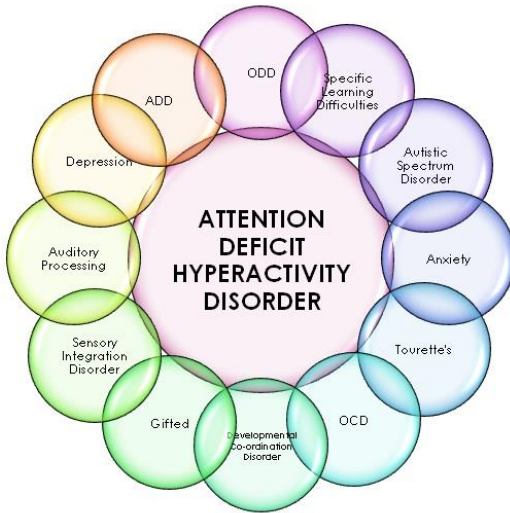
Usually, adolescence is said to begin when the child turns thirteen years old. However, this is just a parameter set by human, and the physical as well as behavioral changes can begin from the age of 10 or 11, sometimes even much before that. Many parents have said that their sons or daughter have started behaving like a teenager at the age of 11 itself. Though this is a matter of concern of the parents, this is actually quite normal. Though most people associate teenagers with rebelliousness, this is not a common symptom of adolescence. Not all teenagers become rebellious, but may show certain signs of it when their parents refuse what they want. However, one of the most common thing that is seen in all teenagers is the need for independence. They see their parent's questions about what they are doing, where they are going, who are their friends, etc., as a hindrance to their privacy. Another change parents may observe in their children is an increased attachment to their peer groups. The child who would not leave the side of the parents, just few years back, becomes aloof and more closer to his/her friends. He may also be ready to do anything just to please his friends and to be part of the group. These are some of the behavioral changes that are seen in adolescence and can be dealt with proper support and care from the side of the parents. However, there are some grave issues or serious behavioral problems in adolescence that parents may have to deal with.

Types of Adolescent Behavior Disorders

Attention Deficit Hyperactivity Disorder

Attention deficit hyperactivity disorder, commonly known as ADHD, is one of the most common behavior problem among teenagers. This is a type of learning disorder characterized by poor attention span which affects the child's academic performance. Along with learning problems, the teenager may also suffer from problems like hyperactivity, impulsive behavior, etc. Such behavior is some-

times seen as a part of adolescence behavior, and many times, are not taken seriously by the parents.



However, there are ways in which parents can identify a child with ADHD. If the teenager is consistently scoring poor scores in his exam, the reason for this can be ADHD. Also, adolescents who have this problem tend to be aggressive and may get involved in antisocial behavior like shoplifting, drinking, smoking, etc. As they find it difficult to do well in school, there are high chances that they will drop out due to frustration and low self-esteem. This can also lead them to risky behavior like smoking, drug abuse, alcohol addiction, etc.

Adolescent Depression



Though depression during adolescence is quite normal, when it extends for a long time, it becomes problematic. Teenagers suffering from chronic depression may show signs like very low energy, insomnia, very less interaction with peers, no interest in activities that they used to like earlier, etc. It is important that parents understand and recognize the signs of teenage depression as soon as possible because if it remains untreated, there are chances that they will aggravate and affect the child's life in later years.

Oppositional Defiance Disorder

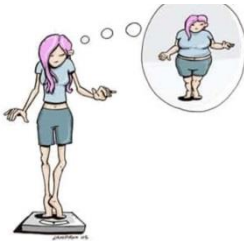


Oppositional Defiance Disorder (ODD) is a behavioral problem characterized by hostility, defiance and opposition not only towards parents, but towards the world in general. The affected adolescents show aggressive behavior and also tend to blame others for the way they behave. Some other traits of a teenager who has ODD are very less or no control on anger, argumentative, unreasonable, pessimistic, bad temper, etc. It is said that this kind of behavior starts much before the child reaches adolescence i.e. at the age of 7 or 8. At first, the child will behave in this way only at home; however, soon it will extend to the school and also towards his peer group.

Adolescent Eating Behavior/Disorders



Eating disorders is another common problem seen in teenagers, especially in girls. Teenagers love to indulge in fast foods which can lead to problems like teen obesity as well as improper nutrition.



Other than these, there are two very severe problems related to eating which include anorexia and bulimia. Anorexia is a condition which affects people who have very low self-esteem. It comes from the urge to be perfect in all areas of life. This can be quite serious as they may not eat anything causing serious damage to the body, and in some cases, may even lead to death. On the other hand, bulimia is where a person indulges in binge eating, later feels guilty about it, and hence, throws away the food through self-induced vomiting.



If you observe any of these problems in your teenager, it is important that you take him/her to a psychiatrist or mental health practitioner as soon as possible. A good psychiatrist will try to find the root cause of the problem and help your child overcome this behavioral problem. Apart from the treatment given by the specialist, it is crucial that you exhibit patience and give all your love and support to your child during these trying times.

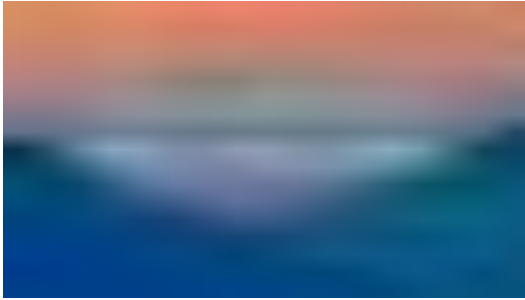
Unit 3. Discussion & Writing Practice

Exercise 1. Read proverbs about conflicts. Translate them into Russian and make up a story with one of the proverbs in English.

1. The more you stir a turd, the more it stinks. – (*Dutch Proverb*)
2. No and yes cause long disputes. – (*Danish Proverb*)
3. When force and reason are in conflict, force of reason prevails and being reasonable isn't enough. – (*Corsican Proverb*)
4. The weakest go to the wall. – (*Turkish Proverb*)
5. It's good fishing in troubled waters. – (*Italian Proverb*)

Exercise 2. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience.

1. If war is the violent resolution of conflict, then peace is not the absence of conflict, but rather, the ability to resolve conflict without violence. ~ *C.T. Lawrence Butler*



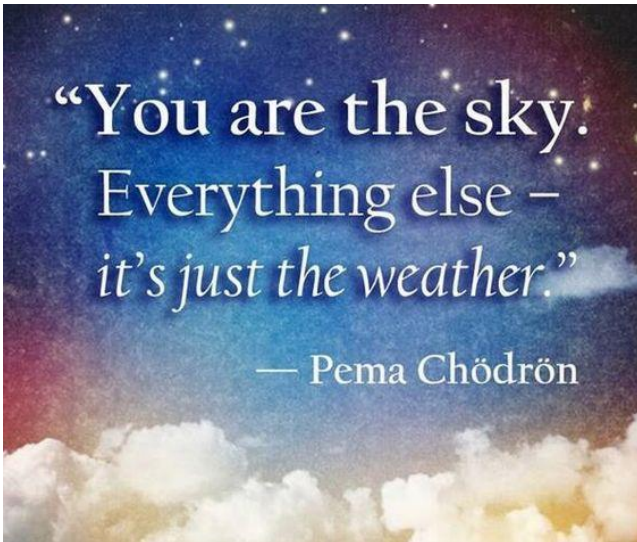
2. ~ *Thomas Carlyle*

3. One of the most basic principles for making and keeping peace within and between nations...is that in political, military, moral, and spiritual confrontations, there should be an honest attempt at the reconciliation of differences before resorting to combat. ~ *Jimmy Carter*



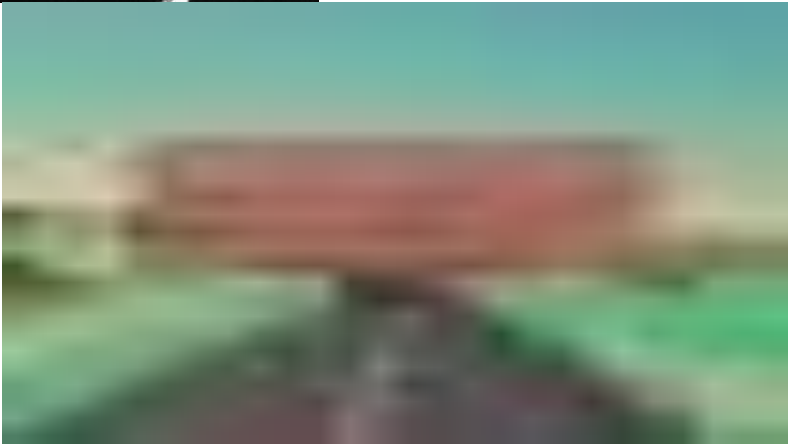


4.



5.

6. Courage is what it takes to stand up and speak. Courage is also what it takes to sit down and listen. ~ *Winston Churchill*

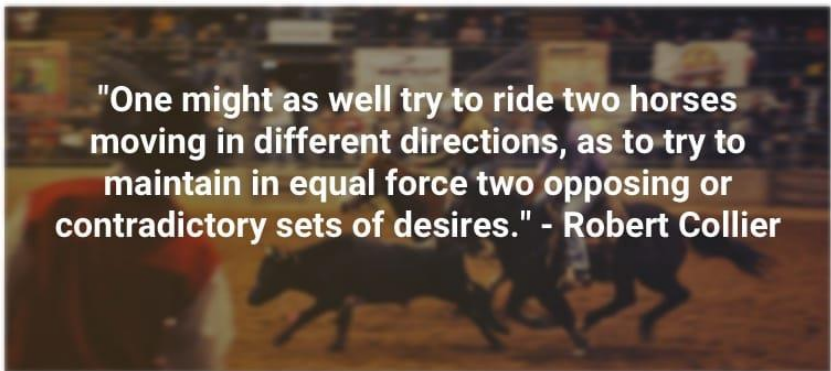


7.

8. Every conflict we face in life is rich with positive and negative potential. It can be a source of inspiration, enlightenment, learning, transformation, and growth—or rage, fear, shame, entrapment, and resistance. The choice is not up to our opponents, but to us, and our willingness to face and work through them. ~ *Kenneth Cloke and Joan Goldsmith*



9.



Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version (if you can). Express the main idea in brief. Learn the poem by heart.

Letting Go *(by Andrew Crisci)*



Learning the treacherous tricks of the despicable ones
Enabled the greed-driven soldiers to conquer with lies;
Torpid days of guilt came to smolder them with disgrace,
Trudging forth the conquered souls lost wealth and praise.
Immense was the anger of having been betrayed by their own;
Gentry souls fought in the fierce battlefield to defend their reign.



Gushing blood became a red river, corpses in open graves;
Observance is repressed with disdain, the South still grieves.

No remembrance for the slaughtered ones, no mercy in their voices,

Only a deplorable silence; their heads won't bow and show sympathy.
How can a nation be whole, if it is divided by an ideal of pride that rages?
Unrest troubles them, it's time they restored fairness and human dignity!

Prosperity is absurd without unity,
It's a disaster.

Unit 5. English Grammar & Exercises

UPPER-INTERMEDIATE/ADVANCED GRAMMAR PRACTICE: MODAL VERBS

In order to understand English modal verbs, it is important to recognise how they can be used. **Modal verbs** in English can be used in **TWO WAYS**:

1. To show **LEVELS OF PROBABILITY** (deduction).
2. To perform **SPECIFIC FUNCTIONS** (additional meaning) like obligation, permission etc.

MODAL VERBS USED TO SHOW LEVELS OF PROBABILITY

LEVEL OF PROBABILITY	MODAL VERB	TIME = PRESENT & FUTURE	TIME = PAST
CERTAINTY	WILL (Be)	He'll be here by Friday.	That will / would have been Susan who called.
CERTAINTY	WON'T (Be)	She won't be here.	It won't / wouldn't have been

			John, I think he's in São Paulo.
--	--	--	----------------------------------

IMPOSSIBILITY	CAN'T Be COULDN'T Be	It can't be Fred, he's in the USA. It couldn't be right.	He can't / couldn't have written this, he doesn't speak Arabic.
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PROBABILITY (LOGICAL)	MUST (Be)	He must be right, he's an expert in this area.	He must have finished by now, he's a fast worker.
PROBABILITY (LOGICAL + PREFERENCE)	SHOULD (Be)	He should be finishing now, he's a fast worker.	He should have finished by now, the exam's nearly over.

POSSIBILITY	MIGHT (Be)	They might win, but I doubt it.	If they had played better, they might have won.
POSSIBILITY	MIGHT NOT (Be)	It's very cloudy, but I might not rain.	If I hadn't read that book I might not have passed the exam.
POSSIBILITY	MAY (Be)	We may go to Greece for our holidays.	She may have got lost.
POSSIBILITY	MAY NOT	I may not ar-	He may not

	(Be)	rive on time.	have done it.
POSSIBILITY	COULD (Be)	You could be right, but I doubt it.	He could have had an accident even though he's a very good driver.

MODAL VERBS USED TO PERFORM SPECIFIC FUNCTIONS

FUNCTION	MODAL VERB	TIME = PRESENT & FUTURE	TIME = PAST
COMPULSION	MAKE SB (Do)	She makes them tidy their room.	The teacher made them write it out six times.
PROHIBITION	CAN'T/NOT ALLOWED TO	My dad says that I can't see you anymore.	She wasn't allowed to see him anymore.
PERMISSION	MAY (Be)	May I go now?	I was allowed to go.
STRONG OBLIGATION	MUST (Do)	I must remember to pay the phone bill.	I had to apologize.
STRONG OBLIGATION	MUSTN'T (Do)	Mother: "you mustn't play with matches."	The children weren't allowed to play outside.
NO OBLIGATION	DON'T HAVE TO (Do)	I don't have to wake up early on Saturdays.	I was happy that I didn't have to see him again.
NO OBLIGATION	NEEDN'T (Do)	You needn't pay it now if	You needn't have done it,

		you don't want to.	but I'm glad you did.
NO OBLIGATION	DON'T NEED TO (Do)	I don't need to study French anymore.	He didn't need to revise for the exam.
DUTY	SUPPOSED TO	You're supposed to arrive at work at 8 am.	You were supposed to have done this by now.
DUTY	NOT SUPPOSED TO	You're not supposed to be here!	I wasn't supposed to have been at the meeting.
FORMAL ADVICE	WOULD (Do)	I'd arrive on time if I were you.	I would have arrived on time if I'd been him.
FORMAL ADVICE	WOULDN'T (Do)	I wouldn't do that if I were you.	I wouldn't have done that if I'd been him.
INFORMAL ADVICE	SHOULD (Do)	You should always dress well at interviews.	You should have dressed well at the interview.
INFORMAL ADVICE	SHOULDN'T (Do)	You shouldn't speak to him like that.	You shouldn't have spoken to him like that.
INFORMAL ADVICE	OUGHT TO (Do)	You ought to be here earlier.	You ought to have been there earlier.
INFORMAL ADVICE	NOT OUGHT TO (Do)	You ought not to touch that.	You ought not to have done that.
REQUESTS	CAN (I/you)	Can/Could you	I asked him

		help me, please?	to help me.
ABILITY	CAN (Do)	I can speak English.	I could speak English when I was five.
ABILITY	BE ABLE TO (Do)	Will you be able to come?	She was able to answer all the questions.
ABILITY	MANAGE TO (Do)	Does he manage to get here on time?	He managed to rescue her.
NORMAL BEHAVIOUR	WILL	She'll always do her homework.	She would always do her homework.
OFFERS	WILL	I'll help you with that.	I'd have helped you.
OFFERS	SHALL	Shall I give you a hand?	I should have helped you.
SUGGESTIONS	SHALL (LET'S)	Shall we meet at 9 pm?	I suggested meeting at 9.
WILLINGNESS	WON'T (Do)	I won't do it!	She wouldn't do it.

Before using a modal verb, you must decide whether you are using it to show **probability** or **possibility**.

If the **answer** to this question is **YES**, then **the present** and **future form** will be:

	+	VERB	+	OBJECT
MODAL VERB	+	BE	+	NOUN / ADJECTIVE
	+	BE	+	GERUND

E.g. They **may arrive** on time.

or

He **might be** the right person for the job. or
She **should be arriving** in a few minutes.

and the **past form** will be:

MODAL VERB + PRESENT PERFECT

E.g. It **must have been** a very difficult exam, everyone's looking worried.

If the **answer** to the question above is **NO** then things are much more complicated and you will have to learn the modal verb used, and its **past tense form**, depending on the **function**.

Modal verbs - Difficult cases



Probability and possibility

CAN

'**Could be**' or '**could have been**' mean that something is **possible** but you are **NOT CERTAIN**.

E.g. "Where's John?"

"I don't know. He could still be at home" or
"I don't know. He could have gone home" (I've got no idea,
it's just a guess)

BUT 'Can't be' or 'can't have been' are used to say that something is **not possible**: you are **CERTAIN**.

E.g. "Where's John?"

"I don't know. He can't still be at home because I've just come from there." or

"I don't know. He can't have gone home because his car's still here." or

"I don't know. He couldn't have gone home, I've just seen his car."

(**'Couldn't be'** has the same meaning but is slightly weaker)

Specific functions

MUST AND HAVE TO

'Must' is used when the speaker has **AUTHORITY** to oblige someone to do something.

E.g. (Doctor to patient) "You must stop smoking immediately."

(Mother to child) "John. You mustn't speak like that to your grandmother."

(To yourself) "I must remember to buy my mother a present."

THE PAST OF 'MUST' IS 'HAD TO'

E.g. I had to remember to take my car keys with me when I went to the airport.

When the **obligation** comes from another person or organization, **HAVE TO** is used.

E.g. "I have to get up early tomorrow." (My job or a trip is obliging me to get up early)

"How many years do you have to work before you can retire?" (Obligation from rules)

Note! The pronunciation of 'have to' is /**HAFTA**/

Only '**Have to**' is possible in **the will future** or **the present perfect**.

'**MUSTN'T**' means that there is an **obligation NOT TO DO SOMETHING**.

BUT '**DON'T HAVE TO**' means that there is **NO OBLIGATION**.

E.g. (Teacher to student) "You mustn't forget to revise your modal verbs before the exam, but you probably won't have to answer any difficult questions"

The past of mustn't is 'not be allowed to'.

E.g. "My mother told me that I wasn't allowed to talk to strange men."

CAN FOR ABILITY

'**Can**' (do something), '**can't**' (do something) and '**couldn't**' (do something) are used with **stative verbs** and when the **ability** is **GENERAL**.

E.g. "When the light went off I couldn't see anything." (stative verb)

"I could swim when I was six years old." (I could swim at any time after 6 years old)

When you want to talk about **ABILITY ON ONE SPECIFIC OCCASION** you must use **BE ABLE TO** or **MANAGED TO**.

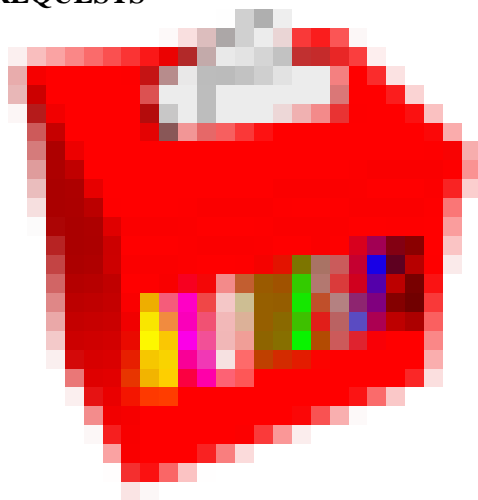
E.g. I wasn't able to fix the engine because I didn't have the parts I needed.

Managed to is used to stress the successful **completion of the activity**.

E.g. The girl was drowning, but the lifeguard managed to save her.

In the present '**can**' and '**be able to**' are sometimes interchangeable, but in **the will future** or in **perfect tenses**, '**be able to**' or '**managed to**' must be used.

REQUESTS



The modal verb which is used for a **request** depends on **THE LEVEL OF FORMALITY**.

In **FORMAL SITUATIONS** you can use **WOULD** or **DO YOU MIND (DOING STH.)**.

E.g. "Would/Do you mind if I open the window?" or
"Would you mind turning down the music a bit?" (Talking to someone you don't know well)

In **INFORMAL SITUATIONS** use **CAN** (YOU DO STH.).

E.g. "Dad, can we go to the cinema on Saturday?" or
"John, can you pass me that book?" (Talking to a good friend or a member of your family)

In nearly **ALL SITUATIONS** you can use **COULD** (YOU DO STH. FOR ME).

E.g. "Could you help me with this exercise, please?" or
"Could I have six pounds of potatoes, please? (At home, in class or in shops)

OFFERS

WILL and **SHALL** are used when **making offers**.

WILL means **I'M OFFERING TO HELP YOU**.

It is usually used when you are talking to someone you know well, and it is obvious that you can help them.

E.g. "Oh dear, there are so many dishes to wash!"
"I'll help you do the washing up."

SHALL means **I'M ASKING YOU IF YOU WANT ME TO HELP YOU**.

It is usually used when you are talking to someone you don't know very well or when it is not clear that you can be of help.

E.g. "Oh dear! These suitcases are very heavy."
"Excuse me. Shall I help you with them?" (Two people who don't know each other) or
"I'd like to go to a party next Friday, but I haven't got anyone to look after my son."

"Shall I baby-sit for you?" (I'm not qualified, but I'll help you if you like)

SHALL can also be used **to make a suggestion**.



E.g. "Shall we go to the cinema tonight?"

WILL FOR CHARACTERISTIC BEHAVIOUR

When using this structure it should be contracted when writing and not stressed when speaking.

E.g. "He'll always be there when you need help."

If it is stressed when speaking, it means that the behaviour is annoying.

E.g. "He will keep on interrupting me."

NEEDN'T HAVE DONE v DIDN'T NEED TO DO

Needn't have done sth. means the action was **completed**, but was **unnecessary**.

E.g. "You needn't have bought any butter. We've got lots of it."

Using **'didn't need to do sth.'**, we don't know if the action was **completed**, just that it **wasn't necessary**.

E.g. "I didn't need to do any shopping because I was eating out that night."

Grammar Exercises



Exercise 1. Put the correct modal verb in its correct form combined with the verb in brackets to make deductions. In questions one to 6, try to use a different modal verb in each situation.

Situation : There are five milk bottles on their front door step.



1. They _____ (forget) to cancel their milk deliveries.
2. They _____ (wake up) yet.
3. There _____ (be) some guests staying with them.

Situation : His coat is on the floor.



4. He _____ (drop) it.
5. It _____ (be) his coat.
6. There _____ (be) some logical reason for it!

Exercise 2. Put the correct modal verb in its correct form into the gaps.

1. He was very strong; he _____ ski all day and dance all night.
2. We _____ to borrow umbrellas; so we didn't get wet.
3. I was so far from the stage that I _____ see very well.
4. He sees very badly; he _____ wear glasses all the time.
5. NOTICE: All dogs _____ kept on leads!
6. Farmers _____ get up early.
7. You _____ drive fast; there is a speed limit here.
8. We _____ drive fast; we have plenty of time.
9. They _____ get up early; they were on holiday.

Exercise 3. Complete these sentences in an appropriate way.

1. I left my bicycle here and now it's gone.
Someone _____ (steal) it.
2. I bought two bottles of milk.
You _____ (buy) milk; we have loads in the fridge.
3. I have just watered the roses.
You _____ (water) them. Look, it's raining now!

Past modals

We use past modals to speculate on past events. Here are some examples:

May have/Might have = something possibly happened (but we aren't sure if it did)

"They may have left early because of the holiday traffic." (= Maybe they _____ left _____ early...)

"They might have taken the train." (= Maybe they took the train.)

The negative form is "**might not have**":

"He might not have received the message." (= Maybe he didn't receive the message.)

Could have = something was possible in theory

"He could have become a doctor." (= He had the ability to become a doctor, but he didn't.)

The negative form is "**couldn't have**":

"He couldn't have seen you – it was too dark."

Can't have = something was not logically possible

"She can't have passed the exam – she didn't study at all!"

Must have = we are sure about something

"You must have known that we had a test today – the teacher sent us all a message."

Should have = something was a good idea (but didn't happen)

"You should have told me about the sale. I could have got some new shoes at a discount!"

Would have = something happened (or didn't happen) in the past as a result of something else

"If he had called me, I would have gone to the party."

Exercise 4. Choose the correct past modal verb and put it into the gaps.

1. If you wanted to stay in that hotel you ___ booked before!
could have
might have
should have
2. He ___ committed the crime, as he had both the motive and the opportunity.
can't have
could have
would have
3. If I had known about your accident, I ___ phoned you.
may have
should have
would have
4. Lucy ___ attended the concert, but we aren't sure.
can't have
may have
should have
5. You ___ finished that book already! You only started reading it an hour ago.
can't have
might have
shouldn't have
6. I think they ___ got lost - surely they'd be here by now!
can have
must have
should have
7. Oh no! My phone isn't in my bag. I ___ left it on the train.
can have
might have
should have
8. She ___ been a lawyer but she decided to study accountancy instead.
could have
may have
might have

9. You ___ gone to Dan's party - it was fantastic!

must have

should have

would have

10. I'm so sorry I woke you up. I ___ called you if I knew you were sleeping.

might not have

shouldn't have

wouldn't have

Chapter FOUR

Causes Of Family Conflict

Unit 1. Reading and Translation Practice

Four Causes of Family Conflict

Last Updated: May 25, 2015 | By K. Lee Banks

Family harmony provides a sense of belonging and a feeling of security unlike many other types of relationships. When conflict arises, it threatens that security. Whether the disharmony initiates from within the family unit or from external sources, individual family members and the family as a whole can experience a range of negative emotions and consequences. Unresolved conflict may irreparably damage a marriage and the entire family if family members do not seek help.



Finances and Jobs

One major source of family conflict is within the area of finances - specifically, the lack of enough money to pay bills, maintain the mortgage or rent, buy sufficient food and other necessities and have any remaining money for recreation. Job or career may contribute to conflict within a family. If a parent's job keeps him away from home most of the time, the spouse at home with the children often feels neglected or overwhelmed. Conversely, if the parent becomes

unemployed, this causes its own form of stress and conflict, as finances dwindle and uncertainty sets in about the future.



Sibling Rivalry

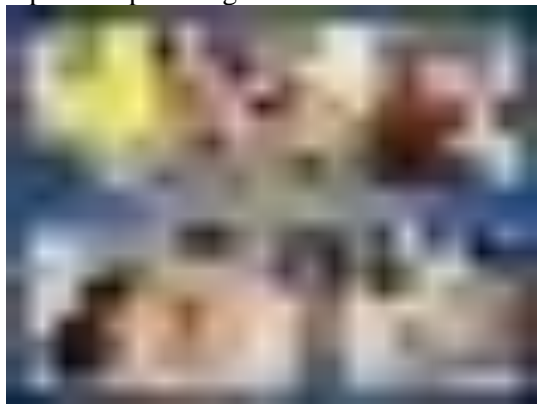
Another cause of family conflict is the inevitable rivalry that occurs between siblings. Children typically seek their parents' attention and approval, even if this requires tattling on, or sometimes causing harm to, a sibling. Whether a child expresses jealousy of her sibling, competes with him or teases him non-stop, it is destined to cause conflict. Each child deserves an equal amount of parental love and acceptance, yet sometimes a parent may favor one child over another. This merely intensifies the conflict.



Child Discipline

While mutual agreement on the subject of child discipline is crucial, the lack of consensus opens up another potential area for

family conflict. If one parent acts as the “disciplinarian,” the other parent typically becomes the “consoler” to whom the children turn - this often pits one parent against the other.



In-Laws and Extended Family

Jokes and movies abound regarding conflict with in-laws (especially mothers-in-law); however, when you actually become involved in disagreements with your in-laws or extended family, it is no laughing matter. While it is preferable to respect your elders - parents and grandparents on both sides equally - this can prove to be challenging. If relatives routinely interfere in your family’s decisions and lifestyle, conflict frequently results.



Vocabulary list:

provide [prə'vaɪd] v – обеспечивать; предоставлять, предлагать, оказывать; предусматривать

belong [bɪ'lɒŋ] v - принадлежать, относиться

arise [ə'raɪz] v - возникать, появляться, происходить; проистекать, вытекать

threaten [θreɪtn] v – угрожать; пугать, запугивать

source [sɔ:s] n - источник, исток, происхождение, первоисточник

consequence ['kɒnsɪkwəns] n - следствие, следствие; вывод, заключение; значение; влияние

resolve [rɪ'zɒlv] v - решать, решаться; разрешать; устранять; урегулировать, уладить

irreparably [ɪ'rɪpərəblɪ] adv - непоправимо, безвозвратно

damage ['dæmɪdʒ] v - повреждать, наносить ущерб; портить, испортить

marriage ['mæriɪdʒ] n - брак, замужество, супружество
 seek [si:k] v – искать; добиваться; обращаться; просить, запросить
 major ['meɪdʒə] adj - крупный, большой; главный, основной; значительный, серьезный, существенный
 lack [læk] n - отсутствие, недостаток, нехватка, дефицит, недостаточность, неимение
 maintain [meɪn'teɪn] v - поддерживать, обслуживать; сохранять, удерживать
 mortgage ['mɔ:ɡɪdʒ] n - ипотека, закладная, заклад, залог
 sufficient [sə'fɪʃənt] adj – достаточный
 necessity [nɪ'sesɪtɪ] n - необходимость, нужда, потребность, надобность; требование; неизбежность
 recreation [rekri'eɪʃn] n - отдых, развлечение, досуг
 contribute [kən'trɪbjʊ:t] v - способствовать, содействовать; сотрудничать; вносить вклад
 spouse [spaʊz] n - супруг, муж; супруга, жена
 neglect [nɪ'glekt] v - пренебрегать, игнорировать, не обращать внимания; упускать
 overwhelm [əʊvə'welɪn] v - переполнять, обуревать; подавлять; ошеломлять, поражать; сокрушать; захлестнуть, охватить, поглотить
 conversely ['kɒnvɜ:slɪ] adv - наоборот, напротив
 cause [kɔ:z] v –вызывать; заставлять; велеть; причинить, причинять; обуславливать; порождать
 cause [kɔ:z] n - причина, повод, мотив
 dwindle [dwaɪndl] v - сокращаться, уменьшаться, ухудшаться
 uncertainty [ʌn'sɜ:tntɪ] n - неопределенность, неизвестность, неясность; неуверенность, нерешительность
 inevitable [ɪn'evɪtəbl] adj - неизбежный, неминуемый, неотвратимый; неизменный
 rivalry ['raɪvəlɪ] n - соперничество, конкуренция, соревнование, противостояние; вражда
 occur [ə'kɜ:] v - происходить, иметь место, случаться
 sibling ['sɪblɪŋ] n - родной брат, брат, отпрыск, родственник; сестра
 approval [ə'pru:vəl] n - утверждение, одобрение, согласование

require [rɪ'kwaɪə] v - требовать, нуждаться, потребоваться, пона-
 добиться, обязывать
 tattle [tætl] v - судачить, сплетничать; болтать
 harm [hɑ:m] n - вред, ущерб, урон, повреждение; зло; вредность;
 обида
 jealousy ['dʒeləsi] n - ревность, зависть, подозрительность, рев-
 нивость
 compete [kəm'pi:t] v - конкурировать, состязаться, соперничать,
 тягаться
 tease [ti:z] v - дразнить, поддразнить, раздражать, позлить, под-
 калывать
 destine ['destɪn] v - предназначать, предназначить; предопреде-
 лить
 deserve [dɪ'zɜ:v] v - заслуживать, заслужить; стоить
 equal ['i:kwəl] adj - равный, одинаковый, равноправный
 amount [ə'maʊnt] n - сумма, количество, объем, размер; величи-
 на, значение
 favor ['feɪvə] v - способствовать, благоприятствовать; благово-
 лить; поддерживать; предпочитать; одобрять
 mutual ['mju:tʃuəl] adj - взаимный, обоюдный; общий, совмест-
 ный
 console [kən'səʊl] v - утешать, успокаивать, утешить

Exercise 1. Give the Russian for:

a sense of belonging and a feeling of security, within the family unit
 or from external sources, a range of negative emotions and conse-
 quences, unresolved conflict, buy sufficient food and other necessi-
 ties, a parent's job keeps him away from home, as finances dwindle
 and uncertainty sets in about the future, sibling rivalry, seek their
 parents' attention and approval, causing harm to a sibling, compete
 or tease non-stop, favor one child over another, act as the "discipli-
 narian," pit one parent against the other, is destined to cause conflict,
 the lack of consensus, become involved in disagreements with your
 in-laws or extended family.

Exercise 2. Find in the text the English for:

семейная гармония, в отличие от многих других видов отношений, конфликт может нанести непоправимый вред браку, одним из основных источников семейных конфликтов, в области финансов, отсутствие достаточно денег, чтобы оплачивать счета, ипотеку или аренду, оставшиеся деньги на развлечения, работа или карьера может способствовать конфликту, чувствуют себя забытыми или подавленными, стать безработным, неизбежное соперничество, требуется сплетничать, заслуживают равное количество родительской любви и признания, взаимное согласие, потенциальная область для семейного конфликта, стать “утешителем”, не до смеха, вмешиваться в семейные решения и образ жизни.

Exercise 3. Match the words in the left column with their meanings in the right one:

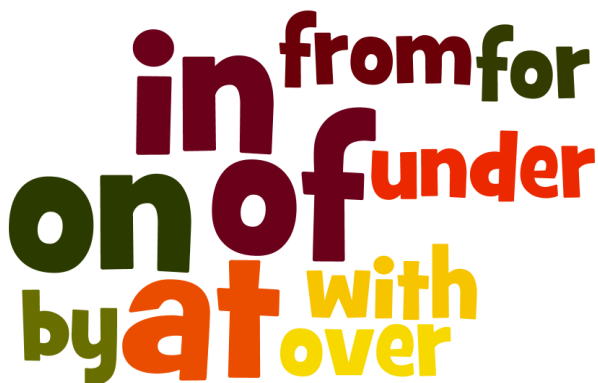
- | | |
|--------------------|---|
| 1. to provide | a) a legal arrangement by which you borrow money from a bank or similar organization in order to buy a house, and pay back the money over a period of years |
| 2. to threaten | b) when someone likes something or someone and thinks that they are good |
| 3. consequence | c) to give something to someone or make it available to them, because they need it or want it |
| 4. to damage | d) a feeling of being jealous |
| 5. mortgage | e) the same in size, number, amount, value etc. |
| 6. recreation | f) competition between brothers and sisters for their parents' attention or love |
| 7. sibling rivalry | g) to cause physical harm to something or someone, or have a bad effect on them |
| 8. jealousy | h) an activity that you do for pleasure or amusement |
| 9. approval | i) to be likely to harm or destroy something |
| 10. equal | j) something that happens as a result of a particular action or set of conditions |

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

- | | |
|---------------|--|
| 1. to arise | a) if a problem or difficult situation comes up, it begins to happen
b) to get out of bed, or stand up
c) if something happens from or out of a situation, event etc. it is caused or started by that situation etc. |
| 2. to resolve | a) to find a satisfactory way of dealing with a problem or difficulty
b) to make a definite decision to do something
c) to separate something into its different parts |
| 3. to seek | a) to try to achieve or get something
b) to ask someone for advice or help
c) to look for someone or something |
| 4. to compete | a) to try to gain something and stop someone else from having it or having as much of it
b) to take part in a competition or sports event |
| 5. to deserve | a) to have earned something by good or bad actions or behavior
b) if a suggestion, idea, or plan |

merits consideration, attention etc.

Exercise 5. Insert the prepositions instead of the points (where it is necessary):



1. Whether the disharmony initiates ... within the family ... unit or ... external sources, individual family members and the family as a whole can experience a range ... negative emotions and consequences.
2. If a parent's job keeps him away ... home most ... the time, the spouse ... home ... the children often feels ... neglected or overwhelmed.
3. While mutual agreement ... the subject ... child discipline is crucial, the lack ... consensus opens up another potential area ... family conflict.
4. When you actually become involved ... disagreements ... your in-laws or extended family, it is no ... laughing matter.
5. While it is preferable ... respect your elders ... - parents and grandparents ... both sides equally - this can prove ... be challenging.

Exercise 6. Express agreement or disagreement with the statements:



1. Family harmony provides a sense of belonging and a feeling of security unlike many other types of relationships.
2. Unresolved conflict may not damage a marriage and the entire family.
3. One major source of family conflict is within the area of finances.
4. If a parent's job keeps him away from home most of the time, the spouse at home with the children does not feel neglected or overwhelmed.



5. Each child deserves an equal amount of parental love and acceptance.
6. The lack of consensus opens up another potential area for family conflict.
7. If relatives routinely interfere in your family's decisions and lifestyle, conflict does not occur.

Exercise 7. Answer the following questions:



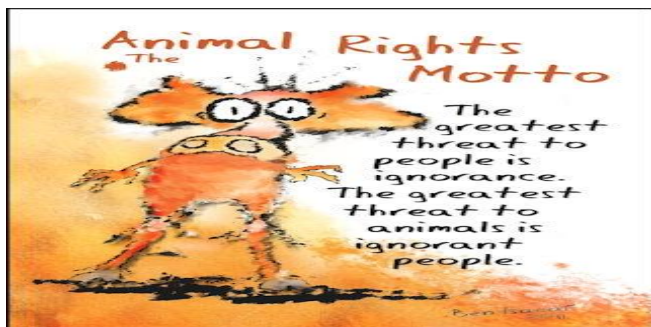
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1. What does family harmony provide?
2. Does conflict threaten a feeling of security?
3. May unresolved conflict irreparably damage a marriage and the entire family?
4. Within what area is one major source of family conflict?
5. What may contribute to conflict within a family?
6. What is another cause of family conflict?
7. Do children typically seek their parents' attention and approval?
8. May a parent favor one child over another? Does it intensify the conflict within a family?
9. Does the lack of consensus open up another potential area for family conflict?
10. Does conflict frequently result, if relatives routinely interfere in your family's decisions and lifestyle?

Unit 2. Reading Comprehension and Rendering Practice

Exercise 1. Write your own option of a summary of the text given below.

THE THREAT CONCEPT IN ANIMAL WORK



An analysis of the work on behavior disturbances in animals indicates that it is ordinarily conceived in external or situational rather than in dynamic terms. It is the old mistake of considering that control of the psychological situation is achieved when the external experimental set-up or situation is made constant. (See for instance the emotion experiments of ten or fifteen years ago.) Ultimately, of course, only that is psychologically important which the organism perceives or reacts to, or by which it is affected in one way or another. This fact, as well as the fact that every organism is different from every other, must be recognized not just verbally, but also as it influences the set-up of our experiments and the conclusions drawn there from. For instance, Pavlov (8) has shown that the basic physiological temperament of the animal must be of a certain kind or the external "conflict situation" will not produce any internal conflict. And, of course, we are interested not in conflict situations, but only in feelings of conflict in the organism. We must recognize also that the unique history of the individual animal will produce varying individual reactions to a given external situation. We have been shown by the work with white rats that in some cases a peculiarity of the organism is all-important in determining the presence or absence of breakdown to identical external situations. Different species will have different resources with which to perceive, to react to, to be threatened or not threatened by an external situation. Certainly the concepts of conflict and; frustration are used loosely in many of these experiments. Furthermore, because of neglect of the individually defined character of threat to the organism certain differences in

the reactions of various animals to an identical situation seem unexplainable.

A better phrasing than those ordinarily used in the literature is that given by Scheerer of "requiring the animal to do something that he cannot do."



This is a good concept because it does cover all the known animal work but we should make more explicit some of its implications. For instance, taking away from the animal things which are important for it may produce psychopathic effects of a kind similar to those produced by asking the organism to do something that it cannot do. In the human being the concept must include, in addition to, the factors mentioned, those of the threatening character of certain illnesses and certain damages to the integrity of the organism. In addition, we should explicitly recognize the factor of temperament which allows an animal to face a situation in which it is required to do something impossible and to which it responds in a non-psychopathic fashion simply by not caring about the situation, by being placid about it, or perhaps even by refusing to perceive it. Perhaps this sharper character can be achieved in part by adding to Scheerer's phrasing a statement of strong motivation, thus "Psychopathic reactions occur when the organism is faced with a task or situation which is impossible for it to solve or cope with, and which it wants very much to solve or which it must solve." Even this, of course, would still fall short be-

cause it would not include some of the phenomena that have been mentioned. However, it has the virtue of being a rather practical statement of the threat theory for laboratory purposes.

Another point is that, because of neglecting to distinguish between nonthreatening choice situations and threatening ones in the animal and between non-threatening frustration situations and threatening ones, the behavior of the animal seems inconsistent. If the animal is conceived to be in a conflict situation at a choice point in the maze, then why does it not break down more often? If deprivation of food for 24 hours is conceived to be frustrating for the rat, then why does the animal not break down? Some change in phrasing or conceptualization is clearly necessary. One example of the neglect in differentiation is the failure to distinguish between a choice in which the animal gives up something and a choice in which the animal gives up nothing, one in which the goal remains constant and unthreatened but in which the animal has two or more paths to the same assured goal. If an animal is both thirsty and hungry then the animal would be more likely to feel threatened if it had to choose between food and water, getting either one or die other but not both. In a word, we must define the situation or stimulus not per se but as incorporated by the subject, animal or human-by its psychological meaning to the particular subject involved in the experiment, that is, dynamically.

Unit 3. Discussion & Writing Practice

Relationship advice and proverbs

Exercise 1. What advice would you give these people?



1. A distant relation is coming to visit my city and expects me to meet up with them, but a friend's birthday party is on the same day.
2. My fiancé has been offered a place on an MBA in America for a year.
3. My boyfriend wants to move into my flat.
4. I had a fling with a colleague.
5. Everyone dislikes one of my friends.
6. My friends and family always give me different advice about my love life.
7. I quite like my boyfriend but I have a crush on someone at work.
8. My future in-laws seem to be involved in something illegal
9. I'm not sure about marrying my fiancé, but I'm nearly forty and losing my looks

Useful language

If I were you...

Someone once told me...

In that situation, I always say/ my mother always says...

As the saying goes, ...

Exercise 2. Which of the situations above could be answered with one of these proverbs? Not all of them match, and there might be several matches for some.

- A) Familiarity breeds contempt.
- B) There is no better mirror than an old friend
- C) Beggars can't be choosers
- D) Absence makes the heart grow fonder

- E) Out of sight, out of mind
- F) A man who seeks a perfect friend will remain friendless.
- G) A man is known by the company he keeps
- H) Blood is thicker than water
- I) The enemy of my enemy is my friend.
- J) A bird in the hand is worth two in the bush.
- K) The way to a man's heart is through his stomach
- L) When the cat's away, the mice will play
- M) The apple doesn't fall far from the tree

What do all the proverbs above mean?

Which ones do you agree and disagree with?

Do you have similar ones in your own language?

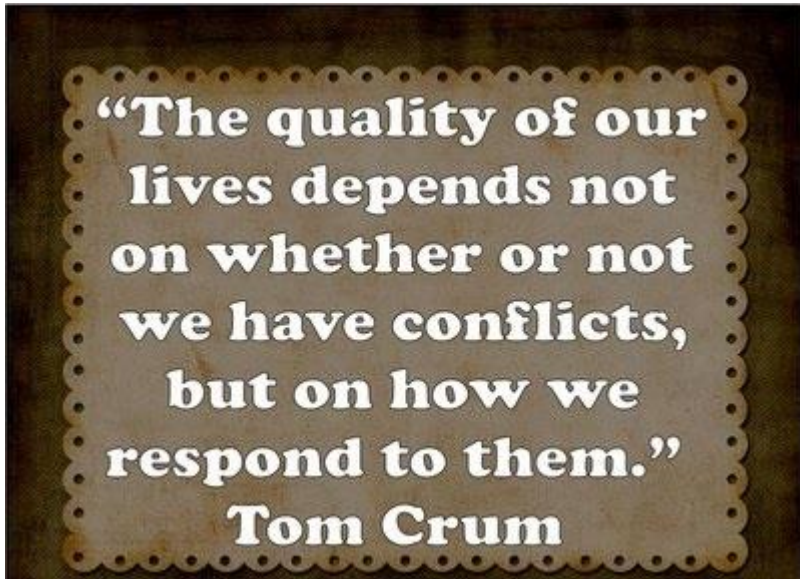
What are your favourite proverbs, in your own language and in English?

Exercise 3. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience

1. If I were to summarize in one sentence the single most important principle I have learned in the field of interpersonal relations, it would be this: Seek first to understand, then to be understood. This principle is the key to effective interpersonal communication. ~ *Stephen Covey*



2.



3. There is little value in preparing a cookbook of recipes for conflict success. The effects of conflict interaction depend directly on what the participants do mentally with conflict behaviors—that is, how they process and interpret those behaviors. ~ *William Cupach & Daniel Canary*





4.



5.

If you understood everything I said, you'd be me. ~ Miles Davis

"**Conflict** is the gadfly of thought. It **stirs** us to observation and **memory**. It **instigates** to **invention**. It shocks us out of sheep-like passivity, and **sets** us at noting and **contriving**."



John Dewey, Psychologist
*Human Nature and Conduct:
An Introduction to Social
Psychology, 1930*



6.

Never apologize for showing
feeling. When you do
so, you apologize for the
truth.

- Benjamin Disraeli



7.



8.

9. Every person in this life has something to teach me—and as soon as I accept that, I open myself to truly listening. ~ *Catherine Doucette*

Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version (if you can). Express the main idea in brief. Learn the poem by heart.

Family Conflict (by *Stuart Madsen*)



We used to be a happy family,
But who knew it ended with an awful tragedy,
We part ways from each other,
Never again to be together,

Wondering all night to ponder,
Who will I stay with, Mother or Father,
Choosing one hurts my feelings,
I guess choosing both do not have any meaning,

Living with just one parent is so sad,
Being told to move on makes me mad,
I know that someday we will be together,
And we will have an awesome future.

Unit 5. English Grammar & Exercises

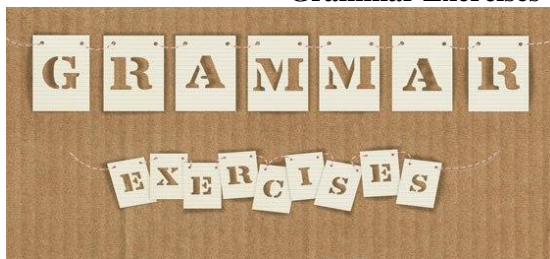
UPPER-INTERMEDIATE/ADVANCED GRAMMAR PRACTICE: PARTICIPLE I OR GERUND?

Причастие – неличная форма глагола, промежуточная между глаголом и прилагательным	Герундий – неличная форма глагола, промежуточная между существительным и глаголом:
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ным: <i>The man <u>smoking</u> a pipe is my brother.</i> 'Человек, курящий трубку, - мой брат'.	<i><u>Smoking</u> is forbidden.</i> 'Курение запрещено'.
Причастие — в большей степени прилагательное по своим функциям	герундий — существительное
Причастие употребляется	Герундий употребляется:
	1) в качестве подлежащего: <i><u>Swimming</u> is pleasant.</i> 'Купание приятно'.
	2) как часть сказуемого после глаголов to finish, to start, to continue, to go on, to keep и др.: <i>He finished <u>reading</u> the newspaper.</i> 'Он закончил чтение газеты'.
	3) как предложное дополнение: <i>I am fond of <u>reading</u>.</i> 'Я обожаю чтение'.
	4) как прямое дополнение: <i>Do you mind my <u>smoking</u> here?</i> 'Ты не возражаешь против моего курения?'.
1) в качестве определения (обычно без предлога): <i>Let sleeping dogs lie.</i> 'Не буди-те спящую собаку'. <i>In the corridor he saw some people waiting for him.</i> 'В коридоре он увидел несколько человек, ожидающих его'.	5) как определение (обычно после предлога): <i>There are different methods of teaching English to foreigners.</i> 'Существуют различные методы преподавания английского языка для иностранцев'.
2) в качестве обстоятельства (обычно без предлога): <i>Seeing her, he stopped.</i> 'Увидев её, он остановился'. <i>He came in carrying a big par-</i>	6) как обстоятельство (обычно после предлога): <i>On <u>coming</u> home I took a bath.</i> 'По возвращении домой я принял ванну'.

сел. 'Он вошел, неся большой свёрток'.	
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Grammar Exercises



Exercise 1. Choose and write down first the sentences where ing-forms are participles then the sentences with the ing-forms used as gerunds.

1. We all listened with great interest to the speaker criticizing the new book. 2. Criticizing the work of our sports club, he said that it was not satisfactory. 3. We were criticizing the work of our sanitary committee at that moment. 4. I have no objection to your criticizing me. 5. When we entered the classroom, we saw many students writing at the desks. 6. Do you mind my writing with your pen? 7. He was writing a letter when I entered the room. 8. Lydia could retell the English story she had read without looking into the book. 9. Everybody ran to meet the people returning from the city. 10. They went home quickly, protecting themselves from the rain by walking under the trees. 11. In this factory much attention is paid to protecting the health of the workers. 12. He stopped writing and looked around. 13. In this picture you can see a young man giving flowers to a girl. 14. Playing volleyball is a good amusement for young people. 15. She left the room without saying a word.

Exercise 2. Choose the correct form of the verbal.

1. Ann was made _____ her suitcase.
a) to open b) opening c) open
2. Do you know how _____ to his house?

- a) getting b) get c) to get
3. I remember _____ door.
- a) locking b) to lock c) to be locked
4. The coat is dirty. It needs
- a) to clean b) clean c) cleaning
5. I bought a new car instead of _____ to America.
- a) to fly b) fly c) flying
6. He is looking forward to _____ them again.
- a) see b) have seen c) seeing
7. She was busy _____ in the garden.
- a) working b) to work c) to be working
8. I don't enjoy _____ very much.
- a) driving b) drive c) drove
9. I can't afford _____ tonight. I'm too tired.
- a) to be going out b) to go out c) go out
10. His mother made him _____ the room.
- a) to clean b) cleaning c) clean
11. Has it stopped _____ yet?
- a) rain b) to be rain c) raining
12. Can you remind me _____ some coffee?
- a) to buy b) buy c) having bought
13. Why do you keep me questions?
- a) being asked b) asked c) asking
14. I refuse his questions
- a) to answer b) answer c) having answered
15. I've enjoyed _____ them.
- a) meet b) meeting c) being met
16. The girl began _____ at night.
- a) cry b) to cry c) having cried
17. He is against _____ the discussion of this issue.
- a) postpone b) having postpone c) postponing
18. I can't stand _____ here any longer.
- a) work b) being work c) working
19. They translated the story into English without _____ a dictionary.
- a) to use b) use c) using
20. _____ in that country all his life, he knew it very well.
- a) Having lived b) Being lived c) Live

Exercise 3. Put the verbs in brackets into the V-ing form or the infinitive with or without to.

When David decided (1) (give up) his job and (2) (sell) all his possessions, everyone thought he was mad. But, as it turned out, he was just the first of many friends (3) (do) this. In fact, escaping the pressures of everyday working life has become a priority for many people these days. They can't stand the idea of (4) (work) until they are 65, only (5) (retire) to some boring country village and (6) (waste) their time (7) (dig) the garden or (8) (gossip) with the neighbours. They would rather (9) (live) life to the full now, before they are too old (10) (enjoy) it. (11) (buy) a motorcycle and (12) (tour) the world is a popular option. Other, less adventurous types might prefer (13) (buy) a small farmhouse and live off the land. Personally, one fancies (14) (sail) around the world in a yacht. As for David, he bought a house in a little country village and spends his time (15) (walk) around the village and talking with the neighbours.

Chapter FIVE

Family Conflict Styles

Unit 1. Reading and Translation Practice

Family Conflict Styles

Last Updated: Jan 17, 2014 | By Erica Loop

You might want to project a picture perfect image, but every family experiences some degree of conflict. While some families argue more than others, understanding conflict styles can help resolve differences better. From parent-child disagreements to arguments between adults, identifying a negative conflict style and learning to use a positive one can make the difference between a simple spat and a great divide.

Accommodating Actions

All winter long you've been mentally planning a summer beach vacation. When you sit the family down for a pre-trip planning meeting, your husband voices his desire to go camping in the mountains. Instead of debating the issue, you oblige his request and change your tune. This type of yielding to the desire of someone else falls into the accommodating style of conflict, according to the University of Wisconsin at Madison's Office of Human Resource Development. While giving in every time a conflict arises isn't ideal, accommodating other family members' opinions puts your relationships before your individual wants.

Avoiding the Issue

ICCL - XVI

Avoiding the issue, again



Ignoring the issues at hand is a prime signal that you and your family are engaging in an avoidant type of conflict style. Avoidance happens when families choose not to address problem points or act indifferently towards each other, according to the article "Resolving Family and Business Conflicts" on the Iowa State University Extension and Outreach website. Although avoiding a conflict may mean that you don't have to deal with a disagreement among family members, this style can lead to pent-up feelings, frustration and future problems.

Collaborating Together



Instead of going off on your separate ways when a problem arises, using the collaborative style of problem solving means the whole family works together to find a solution. Collaboration requires your family members to negotiate, hear other people's perspectives and address everyone's concerns equally, according to the article "Conflict Resolution," published by the North Carolina State University Student Health Center. For example, if your teenager

thinks she should have a midnight curfew and you say 10 pm, the two of you can collaborate to come up with a compromise, such as 11 pm, that works for everyone.

Competing Factions



A sense of competition may be a positive for sports, but it's a negative for family conflicts. A competitive conflict style happens when one family member puts his needs in front of the others'. In an effort to get his way, the competitive member uses any tactic necessary to come out on top. This style is often aggressive and may damage relationships within the family. For example, if your brother says he's more of a "foodie" than you, so he should pick the restaurant for a family dinner, he's using his "expertise" to control the situation.

Vocabulary list:

experience [iks'piəriəns] v – испытывать; переживать, чувствовать; возникнуть, наблюдаться; сталкиваться

degree [di'grɪ:] n - степень, градус, уровень, град; ступень; звание, ранг; диплом; образование; качество

argue ['ɑ:gju:] v - утверждать, спорить, доказывать, аргументировать, рассуждать, заявлять, возражать; обсуждать; свидетельствовать; приводить доводы; ссориться, ругаться; убеждать; полемизировать

resolve [rɪ'zɒlv] v - решать, решаться; разрешать; устранять; урегулировать, уладить; разлагать, распадаться

simple [sɪmpl] adj - простой, несложный, легкий, обычный, упрощенный, нехитрый; элементарный; скромный

spat [spæt] n - размолвка, перебранка
 divide [di'vaɪd] n - разделение, деление, раскол; водораздел; граница; дележ
 beach [bi:tʃ] n - пляж, бич; отлогий морской берег; взморье; отмель
 vacation [və'keɪʃn] n - отпуск, отдых, каникулы
 desire [di'zaɪə] n - желание, стремление, пожелание; страсть, вожделение, влечение, жажда; мечта; просьба
 issue ['ɪʃu:] n - вопрос, проблема, тема, задача, проблематика; выпуск, издание; разногласие; исход, результат
 oblige [ə'blaɪdʒ] v - обязывать, обязать; угождать, угодить; заставить, заставлять, вынуждать, принуждать
 request [rɪ'kwest] n - запрос, просьба, заявка, ходатайство, заказ, поручение; требование; прошение; желание
 tune [tju:n] n - мелодия, напев; гармония; тон; настроение, настроенность
 yield [ji:ld] n - выход
 yield [ji:ld] v - давать, уступать, сдаваться; производить; поддаваться; соглашаться
 accommodate [ə'kɒmədeɪt] v - вмещать, приспособливать; обеспечивать; согласовывать; разместить; примирять
 prime [praɪm] adj - лавный, основной, первичный, первостепенный, важнейший, первоначальный; простой; лучший, превосходный; первоочередной
 engage [ɪn'geɪdʒ] v - привлекать, нанимать; включать, вовлекать; занимать; обязывать; участвовать; заниматься
 avoidance [ə'vɔɪdəns] n - избежание, предотвращение; отмена, аннулирование, упразднение; уклонение
 deal with [di:l wɪð] v - иметь дело, заниматься
 frustration [frʌs'treɪʃn] n - расстройство; фрустрация, разочарование, отчаяние, раздражение, досада, огорчение, безысходность, разочарованность; срыв; недовольство; крушение надежд, растерянность
 separate ['seprɪt] adj - отдельный, раздельный, индивидуальный; самостоятельный, обособленный, независимый, автономный; особый, специальный; разный; сепаратный
 collaborative [kə'læbəreɪtɪv] adj - совместный, общий, коллективный; сотруди́ческий, коллаборативный

require [rɪ'kwaɪə] v - требовать, нуждаться; приказывать; предполагать; запрашивать;

negotiate [nɪ'ɡəʊʃieɪt] v - договариваться, вести переговоры, согласовать; преодолевать; обсудить; заключить; реализовать; улаживать

teenager ['ti:neɪdʒər] n - подросток, подростковый возраст, молодежь

curfew ['kɜ:fju:] n - комендантский час

damage ['dæmɪdʒ] v - повреждать, наносить ущерб, повредить, вредить; портить; дискредитировать; ушибить

expertise [ekspɜ:'ti:z] n - экспертиза, экспертная оценка; компетенция, компетентность; квалификация; мастерство, умение; опыт; экспертные знания; профессионализм; знание дела

Exercise 1. Give the Russian for:

to project a picture perfect image, experience some degree of conflict, a pre-trip planning meeting, the accommodating style of conflict, ignoring the issues at hand, avoiding a conflict, to deal with a disagreement, act indifferently towards each other, lead to pent-up feelings, instead of going off on your separate ways, when a problem arises, require your family members to negotiate, address everyone's concerns equally, have a midnight curfew, collaborate to come up with a compromise, a competitive conflict style, damage relationships within the family.

Exercise 2. Find in the text the English for:

лучше урегулировать разногласия, из родитель-ребенок разногласий к аргументам, сделать разницу между простой перебранкой и большим расколом, ставить ваши отношения впереди ваших собственных потребностей, любезные мнения других членов семьи, главный сигнал, участвовать в типе избегающего конфликтного стиля, не затрагивать проблемные моменты, вместо того, чтобы отправиться своей дорогой, использовать совместный стиль решения проблем, чтобы найти решение, придумать компромисс, больше "гурман", чем вы, использовать свой "опыт", чтобы контролировать ситуацию.

Exercise 3. Match the words in the left column with their meanings in the right one:

- | | |
|--------------------|---|
| 1. experience | a) to work together with a person or group in order to achieve something, especially in science or art |
| 2. conflict | b) knowledge that you gain about life and the world by being in different situations and meeting different people, or the process of gaining this |
| 3. to argue | c) the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something |
| 4. to resolve | d) a situation in which people express different opinions about something and sometimes argue |
| 5. disagreement | e) to deliberately pay no attention to something that you have been told or that you know about |
| 6. to accommodate | f) a state of disagreement or argument between people, groups, countries etc. |
| 7. to ignore | g) to prevent something bad from happening |
| 8. to avoid | h) to accept someone's opinions and try to do what they want, especially when their opinions or needs are different from yours |
| 9. frustration | i) to find a satisfactory way of dealing with a problem or difficulty |
| 10. to collaborate | j) to disagree with someone in words, often in an angry way |

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

- | | |
|-------------------|--|
| 1. to argue | a) to disagree with someone in words, often in an angry way
b) to state, giving clear reasons, that something is true, should be done
c) to persuade someone to do or not to do something |
| 2. to accommodate | a) to provide someone with a place to stay, live, or work
b) to accept someone's opinions and try to do what they want, especially when their opinions or needs are different from yours
c) to get used to a new situation or to make yourself do this |
| 3. to require | a) to need something
b) if you are required to do or have something, a law or rule says you must do it or have it |
| 4. to negotiate | a) to discuss something in order to reach an agreement, especially in business or politics
b) to succeed in getting past or over a difficult place on a path, road etc. |
| 5. to damage | a) to cause physical harm to something or to part of someone's body
b) to have a bad effect on some- |

thing or someone in a way that makes them weaker or less successful

Exercise 5. Insert the prepositions instead of the points (where it is necessary):



1. If a parent's job keeps him away ... home most ... the time, the spouse ... home ... the children often feels neglected ... or overwhelmed.
2. This type ... yielding ... the desire ... someone else falls ... the accommodating style ... conflict.
3. While giving ... every time a conflict arises ... isn't ideal, accommodating other family members' opinions puts your relationships ... your individual wants.
4. Although avoiding ... a conflict may mean that you don't have to deal ... a disagreement ... family members.
5. A sense ... competition may be a positive ... sports, but it's a negative ... family conflicts.

Exercise 6. Express agreement or disagreement with the statements:



1. Every family experiences some degree of conflict.
2. Understanding conflict styles cannot help resolve differences better.
3. Identifying a negative conflict style and learning to use a positive one can make the difference between a simple spat and a great divide.



4. Although avoiding a conflict may not mean that you don't have to deal with a disagreement among family members
5. Collaboration requires your family members to negotiate, hear other people's perspectives and address everyone's concerns equally.
6. A sense of competition may be a positive for sports and family conflicts.

Exercise 7. Answer the following questions:



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1. Does every family experience any degree of conflict?
2. Can understanding conflict styles help resolve differences better?
3. What can make the difference between a simple spat and a great divide?
4. What is the meaning of the accommodating style of conflict?
5. What is a prime signal of an avoidant type of conflict style?
6. When does avoidance happen in families?
7. What may avoiding a conflict mean?
8. What can an avoidant type of conflict style lead to?
9. What is the collaborative style of problem solving used for?
10. What does collaboration require your family members to do?
11. May a sense of competition be a positive or negative for family conflicts?
12. When does a competitive conflict style happen?
13. May this style damage relationship within the family?

Unit 2. Reading Comprehension and Rendering Practice

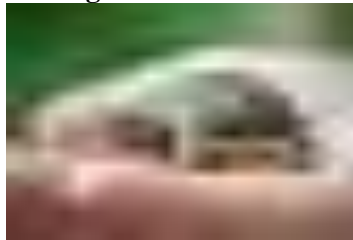
Exercise 1. Write your own option of a summary of the text given below.

What Is Relationship Conflict?



Every relationship involves disagreements, but conflict happens when one or more relationship partners feel the disagreement threatens the relationship, according to the HelpGuide.org website article “Conflict Resolution Skills: Building the Skills That Can Turn Conflicts into Opportunities.” The conflict styles of those in the relationship determine how differing needs and opinions are handled, according to Daniel Eckstein, Ph.D., associate professor of counseling psychology at Ottawa University, in the article "Styles of Conflict Management" in "Family Journal."

Avoiding Turtles



Dr. Eckstein describes those who hide or withdraw from conflicts as turtles. Their conflict style is to avoid conflict at all costs by delaying or ignoring it and hoping it will go away. Their solutions are always lose-lose because they don't want to enter the conflict at all. If you are in a relationship with someone like this, you might feel neglected because of your partner's unwillingness to engage in prob-

lem solving. Things will continue to grow until you either force a confrontation or end the relationship.

Accommodating Teddy Bears



The teddy bear conflict personality prefers to accommodate and try to please everyone rather than take a strong stand on the issues, according to Dr. Eckstein. If you are in a relationship with someone like this, you may perceive that person as wishy-washy and insincere. The style can work when the issue isn't something you care about or when you realize that your initial response was wrong. If the teddy bear holds a grudge after the decision is made, however, problems remain that you could have to deal with again.

Competing Sharks

Competing (Shark)

- Sharks try to overpower opponents by forcing them to accept the shark's solution to the conflict.
- Their goals - highly important
- Relationships - minor importance
- Seek to achieve their goals at all costs
- Not concerned with the needs of others
- Do not care if others like or accept them

The shark conflict personality is aggressive. This individual might force acceptance by allowing no room for other opinions or competing with others for control of the situation, according to Dr. Eckstein. The shark style can work in an emergency, but it can kill the relationship if you feel your needs and wants are unimportant. The shark can damage your self-esteem. Sharks need to temper their style by collaborating and cooperating with others.

Compromising Foxes

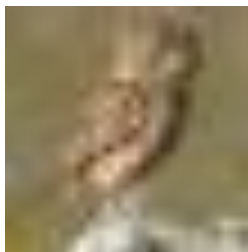
Compromising (The Fox)

When an individual chooses to compromise, they are willing to give up some of their goals to achieve a solution that is acceptable to all parties involved. This style is often used in situations where the goals of the parties are not mutually exclusive, and a middle ground can be found. Compromising is a common conflict resolution style, but it is not always the best solution. It can lead to a loss of self-esteem and a feeling of being used.



The compromising fox personality encourages individuals in the conflict to work together so everyone wins something, according to Dr. Eckstein. Those with this conflict style don't achieve a win-win solution, but the style is much healthier than those previously discussed because it values everyone's input. This style can hang things up, however, if no one wants to compromise or if you need an immediate decision.

Collaborating Owls



The healthiest conflict personality is the collaborating owl, according to Dr. Eckstein. Owls are problem solvers and look for win-win solutions by gathering information and talking it out. Owls understand that disagreement is healthy and stay open to change and growth.

Healthy Resolutions

When you maintain a healthy conflict style, you can work towards resolution. Once you identify the conflict, brainstorm several solutions that allow everyone to win or to get something they want, suggests Larry Alan Nadig, Ph.D., a psychologist specializing in marriage and family relations, in the article "Relationship Conflict: Healthy or Unhealthy," featured on his website. Evaluate the alternatives and collaboratively choose a solution to work with. After you implement the solution, you can re-evaluate the situation and decide where to go from there.

Unit 3. Discussion & Writing Practice

CONFLICT RESOLUTION IN PROVERBS: What am I like?

Exercise 1. The list of international proverbs and sayings below can be related to different strategies we might adopt to resolve conflicts. Read each statement carefully. How typical is that statement of your usual approach to resolving conflicts? Give each proverb a score using the following scale:
5 very typical 4 frequently 3 sometimes 2 seldom 1 never



1. ____ Let sleeping dogs lie
2. ____ If you cannot make a person think as you do, make him do as you think
3. ____ Soft words win hard hearts
4. ____ You scratch my back, I'll scratch yours
5. ____ It is better to ask some of the questions than to know all of the answers
6. ____ If you offend, ask for pardon, if offended, forgive
7. ____ Might is right
8. ____ If you do not step on the dog's tail, he will not bite you
9. ____ Better half a loaf than no bread
10. ____ Truth lies in knowledge, not in majority opinion
11. ____ Who fights and runs away, lives to fight another day
12. ____ He hath conquered well that hath made his enemies flee
13. ____ Kill with kindness
14. ____ Do as you would be done by
15. ____ No person has the final answer but everyone has something to contribute
16. ____ Stay away from people who disagree with you
17. ____ A snake at your feet, a stick at your hand!
18. ____ It is better to be loved than feared
19. ____ Tit for tat

20. ____ Only the person who is willing to give up his or her monopoly on the truth can ever profit from the truths that others hold
21. ____ Make your enemy your friend
22. ____ A person who will not flee will make others flee
23. ____ Lower your head modestly while passing and you will harvest bananas
24. ____ When the bee comes to your house, let her have beer, you may want to visit the bee's house one day
25. ____ Bring your conflicts into the open and face them directly; only then will the best solution be discovered
26. ____ The best way of handling conflicts is to avoid them
27. ____ Put your foot down where you mean to stand
28. ____ A soft answer turneth away wrath
29. ____ Do not tell the man carrying you that he stinks
30. ____ Frankness, honesty and trust will move mountains
31. ____ There is nothing so important that you have to fight for it
32. ____ There are two kinds of people in the world, winners and losers
33. ____ Call the bear 'Uncle' until you are safely across the bridge
34. ____ A little subtlety is better than a lot of force
35. ____ Knowledge is power

Exercise 2. Now turn to the score sheet and check your score against five different approaches to conflict resolution.

CONFLICT RESOLUTION IN PROVERBS: What am I like?

Score Sheet: Which proverbs most closely reflect your conflict resolution strategies?

Avoid- ing	Compet- ing	Accommodat- ing	Compromis- ing	Co- operat- ing
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
Total	Total	Total	Total	Total

Each proverb is listed above underneath one of five conflict strategy headings. Write your score for each proverb against the proverb number in the columns above. Then add up your score under each heading. The higher the score for each conflict strategy, the more frequently you tend to use that strategy. The lower the score for each conflict strategy, the less frequently you tend to use that strategy.

Accommodating I lose, you win		Co-operating Win, win solutions
	Compromising Sometimes I win and sometimes I lose	
Avoiding I lose, you lose	Goals	Competing I win, you lose

CONFLICT RESOLUTION IN PROVERBS: What am I like?



Conflict can be seen as the result of a dynamic relationship between **maintaining good relationships with others** and **achieving**

our own goals. The diagram on the previous page illustrates five different styles arranged according to the extent to which we are either building good relationships – or pursuing our own goals.

- So we can see that by **avoiding conflict** we are neither building good relationships with others, nor are we achieving our own goals. Like a **tortoise** we stay within our shell, doing nothing.
- On the other hand, the **shark** represents a conflict resolution style that is **only interested in achieving its own goals**, and doesn't care about its relationships with others – it just eats them!
- The cuddly **teddy bear** is so **interested in other people's needs**, it has forgotten about its own goals -
- While the crafty fox works out ways in which it can **achieve its own goals without confrontation**.
- Meanwhile the wise **owl** sees that the most sustainable solution is one in which **both parties' needs can be satisfied** – thus achieving its own goals and building good relationships simultaneously.

This model helps us understand the difference between compromise and consensus – in a compromise, we are giving up something to reach agreement, whilst for consensus, we are working together to find a solution which is better for both of us. There are situations in which each of these styles is appropriate, and they all have their advantages and drawbacks. However we all have our habitual responses to conflict situations, so it's helpful to identify what they are, and to recognise that other styles may be more appropriate. What do you think might be the advantages and drawbacks of each of these approaches?

Accommodating (I lose, you win) <ul style="list-style-type: none">·unassertive, selfless·powerless·plays up responsibilities·plays down rights	Compromising (sometimes I win, sometimes you win) <ul style="list-style-type: none">·we both give up something·expediency·splitting the difference·taking it in turns
Avoiding (I lose, you lose)	Competitive (I win, you lose) <ul style="list-style-type: none">·aggressive and un-cooperative

<ul style="list-style-type: none"> ·non-assertive, uncooperative ·does not address the issue ·sidestepping ·tactical withdrawal ·but survives! 	<ul style="list-style-type: none"> ·pursuing own concerns ·standing up for own rights ·trying to win <p>Co-operating (I win, you win)</p> <ul style="list-style-type: none"> ·assertive and cooperative ·explore differences to find underlying concerns ·clear agreements
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Exercise 3. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience



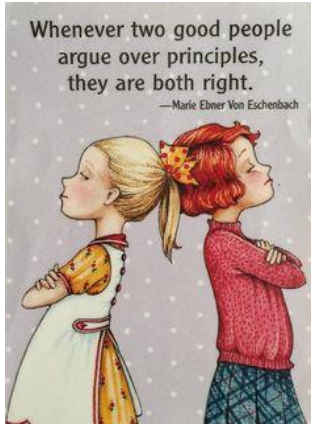
1.

~ Adriana Doyle



2.

~ Wayne Dyer



3. ~ Marie Ebner von Eschenbach



4. ~ Albert Einstein



5. ~ Albert Einstein

6.



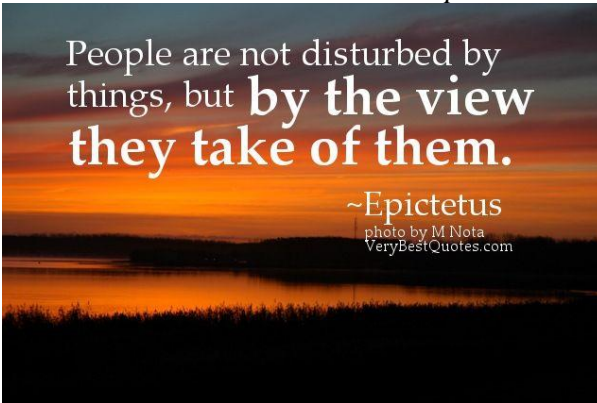
~ Duke Ellington

7.



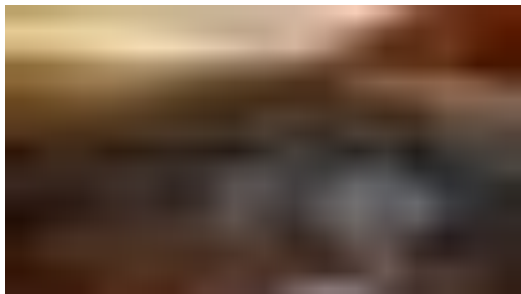
~ Ralph Waldo Emerson

8.



~ Epictetus

9.



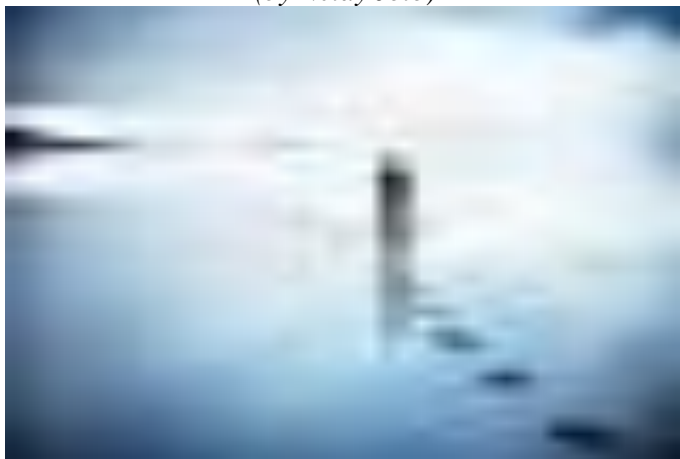
~ *Francois Fenelon*

Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version (if you can). Express the main idea in brief. Learn the poem by heart.

A PATH TO AGREE

(by Neldy Jolo)



When you laugh while making me cry,
justice will never reach its soul.
You will realize no more,
when life stops you to mourn.

And until the truth comes into being,
evil deed will not vanish.
As when the sunrise rises,
you can't hide but feel the heat.

I will seek forgiveness from the Lord,
to the wind I wouldn't listen.
You and me will race to the end,
when something becomes nothing.

Later, when I have found the path,
then to me you will agree much.
In the end you will alone pass,
through the path I have in the past.

Unit 5. English Grammar & Exercises



UPPER-INTERMEDIATE/ADVANCED GRAMMAR PRACTICE: THE PARTICIPLE

The Participle

Причастие является неличной формой глагола, в которой сочетаются признаки прилагательного или наречия с признаками глагола.

В английском языке существуют два вида причастий: **Participle I** и **Participle II**.

Participle I может иметь простую (coming) и сложные (аналитические) формы (having come, being read). **Participle II** имеет только простую форму (written).

Participle I выполняет в предложении самостоятельные функции **определения и обстоятельства**.

Participle I в функции определения может находиться:

- а) перед определяемым словом: *a shining star* – сияющая звезда
- б) после определяемого слова:

1. <i>The stars shining in the dark sky seem blue.</i>	1. Звезды, сияющие в темном небе, кажутся голубыми.
2. <i>The stars shining in the dark sky seemed blue.</i>	2. Звезды, сиявшие в темном небе, казались голубыми.

На русский язык **Participle I** в функции определения переводится причастием действительного залога с суффиксами-окончаниями **-щий (-щийся), -щая, -щее, -щие, иногда -вший, -вшие**.

Participle I в функции **обстоятельства** стоит чаще всего в начале предложения и отвечает на вопросы: **как ? когда?** Переводится на русский язык **деепричастием несовершенного вида**, оканчивающимся на **-ая, -я**, например, читая, сидя и т.п.

Translating the article he consulted the dictionary. - Переводя статью, он пользовался словарем.

Перед **Participle I** в функции **обстоятельства** часто стоят **союзы when или while**. Такие словосочетания переводятся на русский язык либо **деепричастным оборотом** с опущением союза, либо **придаточным предложением**, которое начинается с союзов **когда, в то время как**. В качестве подлежащего этого предложения употребляется существительное, стоящее за этим оборотом, или заменяющее его личное местоимение.

<i>While translating the article the student consulted the dictionary.</i>	1. <i>Переводя статью, студент пользовался словарем.</i> 2. <i>Когда студент переводил статью, он пользовался словарем.</i> <i>При переводе статьи студент пользовался словарем.</i>
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Participle II выполняет в предложении **функции определения и обстоятельства**.

Participle II в функции **определения** отвечает на вопрос какой? какая? какое? и может стоять:

а) перед **определяемым словом**: *The **injured** man was taken to hospital.* - Потерпевшего (человека) отвезли в больницу.

б) после **определяемого слова**: *The theatre **built** in the last century needed reconstruction.* - Театр, построенный в прошлом веке, нуждался в реконструкции.

На русский язык **Participle II** в функции **определения** переводится **причастиями страдательного залога** совершенного и несовершенного вида с **суффиксами-окончаниями -нный, -емый, -имый, -тый**.

Перед **Participle II** в функции **обстоятельства** иногда могут стоять союзы **if, unless, when**. В таком случае конструкция переводится на русский язык чаще всего **безличным обстоятельством** придаточным предложением, в котором подлежащее то же, что и в главном предложении:

***When asked** this question, the student could not answer it at once.*
- Когда студенту задали этот вопрос, он не смог ответить на него сразу.

Сложные формы причастий

Participle I Indefinite Passive выполняет функции:

1) **определения**; переводится на русский язык причастием настоящего времени действительного или страдательного залога или определительным придаточным предложением: *The bridge being built across the river is going to be beautiful.* - Мост, строящийся (который строится) через реку, будет очень красивым.

2) **обстоятельства** (времени, причины); переводится на русский язык **обстоятельственным придаточным предложением**: *Being built of wood the bridge could not carry heavy loads.* - Так как мост был построен (будучи построенным) из дерева, он не мог выдержать тяжелых нагрузок.

Perfect Participle Active выражает действие, предшествовавшее действию, выраженному сказуемым, и переводится на русский язык **деепричастием совершенного вида**: *Having finished the experiment the students left the laboratory.* - Закончив эксперимент, студенты ушли из лаборатории.

Таблица форм причастий

	Participle I		Participle II
	Active	Passive	
Indefinite	changing 1. определение: изменяющий(ся) (вший) (ся) 2. обстоятельство: изменяющая(сь)	being changed 1. определение: изменяющийся, изменяемый, который изменяется 2. обстоятельство: будучи измененным	Changed 1. определение: изменяемый, измененный 2. обстоятельство: когда (его) изменивши, так как (его) изменили
Perfect	having changed	having been	

	обстоятель- ство: изме- нив(шись)	changed обстоятель- ство: когда (его) изменили, после того как (его) изменили	
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Perfect Participle Passive, выполняя функцию **обстоятельства** (времени, причины), выражает действие, предшествовавшее действию сказуемого, и переводится на русский язык обстоятельственным придаточным предложением. При этом в качестве подлежащего русского придаточного предложения употребляется подлежащее английского предложения.

Having been translated into many languages Pushkin's books became known all over the world. - После того как книги Пушкина были переведены на многие языки, они стали известны во всем мире.

Независимый причастный оборот (the absolute participle construction)

В роли обстоятельства времени, причины, условия или сопутствующих условий может выступать причастная конструкция, в которой причастию или причастной группе предшествует существительное (в общем падеже) или местоимение (в именительном падеже), выполняющее роль подлежащего по отношению к причастию и не являющееся подлежащим всего предложения. В состав **независимого причастного оборота** может входить причастие в любой форме, и вся конструкция всегда отделяется запятой от остальной части предложения.

На русский язык этот оборот переводится придаточным обстоятельственным предложением, начинающимся союзами если, так как, когда, после того как и др., если оборот предшествует подлежащему со сказуемым, выраженным личной формой глагола:

His father being very ill, he had to send for the doctor. - Так как его отец был очень болен, он должен был послать за доктором.

Her aunt having left the room, I declared my love for Judy. - Когда ее тетя вышла из комнаты, я объяснился в любви Джуде.

Употребление формы **Perfect Participle** обозначает, что выраженное ею действие предшествует действию глагола-сказуемого.

Предложение с «**независимым причастным оборотом**», стоящим в конце предложения, чаще всего переводится на русский язык сложносочиненным предложением с союзами причем, а, и, но:

The average height of the Ural Mountains is 800 metres, the highest point being 1,500 metres above sea level. - Средняя высота Уральских гор 800 метров, а самая высокая точка находится на высоте 1500 метров над уровнем моря.

Grammar Exercises



Exercise 1. a) Analyse the participle forms of the verb to ask given in the table;

b) Read and translate the text and say what participle forms are used in it.

Participle	
Participle I	Participle II

Indefinite	Active	Passive	основа стандартного глагола + -ed	asked
	asking	being asked		
Perfect	having asked	having been asked		

People living in Japan have some customs different from ours. For example, we wipe our washed faces with dry towels (полотенце), they wipe their faces with wet towels. Entering houses our men take off their hats, the Japanese take off their shoes. We give presents when arriving, they leave them when departing. When in mourning (траур) we wear black, they wear white. We frown (хмуриться) when being scolded (бранить), they smile.

When we say that Japanese are strange people, they could reply, "The same to you."

Exercise 2. Read and translate into Russian phrases given below paying attention to the participles.

a) the student attending all the lectures the plan containing many details the workers building a new house the engineer using a new method the car developing the speed of 80 km	b) using new methods constructing new machines achieving good results dividing the apple into three parts discovering new lands
c) having entered the Institute having calculated the distance having developed the speed of 120 km having introduced new methods of work having decided to leave the city	d) the achieved results all developed countries the apple divided into three parts the information obtained recently the research made in the laboratory

Exercise 3. a) Form Participle I (Indefinite, Active) of the following verbs and translate them into Russian.

to build, to grow, to think, to bring, to determine, to follow, to move, to refuse, to obtain, to contain, to produce, to use, to include, to offer, to enter, to get

b) Form Participle II of the following verbs and translate them into Russian.

to find, to send, to throw, to add, to change, to keep, to take, to save, to maintain, to install, to consider, to burn, to achieve, to show, to develop, to decide

Exercise 4. Translate the phrases below from Russian into English.

<p>а) профессор, читающий лекцию студент, изучающий английский язык методы, улучшающие исследовательскую работу девочка, спрашивающая дорогу инженер, знающий иностранный язык человек, предлагающий свою помощь мальчики, играющие на улице</p>	<p>б) студент, опрошенный преподавателем книга, оставленная дома книга, взятая в библиотеке университет, основанный Ломоносовым письмо, найденное в столе телеграмма, посланная матери</p>
<p>в) изучая иностранный язык читая книгу сдавая экзамены строя дороги увеличивая скорость</p>	<p>г) изучив один иностранный язык прочитав интересную книгу оставив дочь дома окончив институт закончив работу</p>

Exercise 5. Open the brackets using Participle I or Participle II.

1. (Walk) along the street I saw several (destroy) houses.
2. It was an (excite) incident. No wonder she spoke about it in an (excite) voice.
3. (Sit) near the fire, he felt very warm.
4. (Find) a hotel, we looked for somewhere to have dinner.
5. The (frighten) child could not sleep all night –so (frighten) was the tale.
6. (Be) unemployed, he hasn't got much money.
7. I don't know what was in the (burn) letter. I didn't read it.
8. (Look) out of the window, he saw his mother watering the flowers.
9. The house (surround) by tall trees was very beautiful.
10. The wall (surround) the house was very high.
11. (Sell) fruit, he looked back from time to time, hoping to see his friends.
12. (Sell) all the fruit, he went to see his friends.
13. (Enter) the room, she turned on the light.
14. Jim hurt his arm while (play) tennis.
15. The (lose) book was found at last.
16. (Not wish) to discuss that problem, he changed the conversation.
17. A word (speak) in time may have very important results.
18. The students (speak) good English should help their class mates.

Exercise 6. Write down the sentences choosing the suitable participle form.

1. a) We listened to the girls (singing, sung) Russian folk songs.
b) We listened to the Russian folk songs (singing, sung) by the girls.
2. a) The girl (washing, washed) the floor is my sister.
b) The floor (washing, washed) by Helen looked very clean.
3. a) Who is that boy (doing, done) his homework at that table?
b) The exercises (doing, done) by the pupils were easy.
4. a) The house (surrounding, surrounded) by tall trees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.
5. a) The girl (writing, written) on the blackboard is our best pupil.
b) Everything (writing, written) here is quite right.

6. Read the (translating, translated) sentences once more.
7. Name some places (visiting, visited) by you last year.
8. I picked up the pencil (lying, lain) on the floor.
9. She was reading the book (buying, bought) the day before.
- 10 Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form.

Exercise 7. Translate the sentences below into Russian paying attention to the participles.

1. He heard the voices coming through the open window.
2. Waiting for him I looked through the magazines lying on the table.
3. They remained at home refusing to go anywhere that day.
4. The channel linking the two seas is being built now.
5. The explanation given was not complete.
6. The results received were of great importance for further work.
7. Having passed all the examinations he left for his native town.
8. Having been shown the way I could find his house easily.
9. Having waited for him for half an hour they went home.
10. Having obtained the necessary results they stopped their experimental work.
11. When studying elements Mendeleyev found that they could be divided into nine groups.
12. When reconstructed, the theatre looked more beautiful than before.

Exercise 8. Translate into Russian the sentences given below paying attention to the absolute participle constructions.

1. The article having been translated, he could read some book for pleasure.
2. All the documents and letters received that day having been looked through, he called his secretary.
3. The ice having squeezed her, the steamer could not continue the way.
4. She showed us a list of the newly published books.

5. Lake Baikal is known to be the deepest lake in the world, 336 rivers flowing into it.
6. The sun having risen, they continued their way.
7. The talks between the two countries were conducted behind the closed doors, measures having been taken that no reporter should receive any information.
8. The goods having been loaded, the workers left the port.
9. The weather being cold, he put on his overcoat.
10. Radio was invented in Russia, its inventor being the Russian scientist Alexander Stepanovich Popov.
11. The electrons move with varying velocities, their velocity depending on the temperature and nature of the material.
12. The tourists were walking along the streets, the guide explaining the history of the town.

Chapter SIX

Constructive And Destructive Conflicts

Unit 1. Reading and Translation Practice

The Difference between Constructive and Destructive Conflict

Last Updated: May 06, 2015 | By Christine Switzer



For most of us, the experience of conflict in interpersonal relationships is a negative one; but it does not have to be. Conflict, actually, can be positive or negative, constructive or destructive, based on how we approach, engage in and navigate the conflict. Disagreements with family members, friends and coworkers do not have to be relationship-damaging experiences. Arguments do not always have to end badly. Instead, constructive conflict can occur, and our relationships can be strengthened rather than weakened by the conflict.

No-Conflict Definition



Destructive conflict occurs when two or more people engage in actions and behaviors that result in increased antagonism instead of conflict resolution. For example, when two coworkers begin to make verbal attacks and use threatening gestures during an argument, the conflict between them has become destructive. Constructive conflict, on the other hand, occurs when people express disagreement without hostility and with a commitment to effective resolution of the conflict. For example, two family members may discuss an area of disagreement until a mutually-agreed upon resolution is reached.

Conflicting Features

TABLE OF CONFLICTING FEATURES

	Port Group	Port Security	SPAN Source Port	SPAN Destination Port	Connect to Cluster	Protected Port	802.1X Port
Port Group	-	No	Yes	No	Yes	Yes	No
Port Security	No	-	Yes	No	Yes	No	No
SPAN Source Port	Yes	Yes	-	No	Yes	Yes ¹	Yes
SPAN Destination Port	No	No	No	-	Yes	Yes	No
Connect to Cluster	Yes	Yes	Yes	Yes	-	Yes	-
Protected Port	Yes	No	Yes ¹	Yes ¹	Yes	-	-
802.1X Port	No	No	Yes	No	-	-	-

18

Features of destructive conflict include disparaging remarks and personal attacks, defensiveness and rigidity. Individuals who engage in destructive conflict may also exhibit signs of competitiveness during the conflict, or they may seek to avoid the conflict altogether. Features of constructive conflict include support and respect for others, as well as openness and cooperation. Individuals who engage in constructive conflict concentrate on the issues at hand and maintain a commitment to resolving the conflict successfully.

Conflictual Causes



A number of factors can contribute to destructive conflict in personal and professional relationships. A history of unresolved conflict can significantly increase the potential for destructive conflict, and past experiences with conflict can also influence how people respond to disagreements and arguments. Constructive conflict often grows out of healthy and trusting interpersonal relationships among those involved. Isa N. Engleberg and Dianna R. Wynn, in "Working in Groups," explain that constructive conflict occurs in relationships where people "can disagree and still respect one another."

Conflicted Outcomes

Destructive conflict often contributes to an ongoing cycle of anger, fear and isolation between individuals and within a group. When destructive conflict occurs, the people involved will feel a number of negative emotions as well, such as rejection, resentment and shame. Constructive conflict, on the other hand, has many positive benefits, including feelings of security and well-being. Dan O'Hair, Gustav W. Friedrich and Lynda Dee Dixon, in "Strategic Communication in Business and the Professions" explain that when constructive conflict occurs, people adapt better to conflict situations and make more effective decisions toward resolution.

Peaceful Recommendations



Conflict resolution skills, such as controlling verbal aggression and practicing active listening, can be learned. In fact, the more you learn why conflict occurs and how to resolve it effectively, the more adept you will become at negotiating conflict in personal and professional relationships. Improving your non-verbal communication skills alone, such as making appropriate eye contact, using encouraging facial expressions and maintaining calm vocal expressions during an argument, can contribute considerably toward defusing potentially destructive conflict situations.

Vocabulary list:

approach [ə'prəʊʃ] v - подходить, приближаться; обращаться; приблизить; подъезжать

engage [in'geɪdʒ] v - привлекать, нанимать; включать, вовлекать, задействовать; занимать; обязывать; заниматься; участвовать

navigate ['nævɪɡeɪt] v – плавать; управлять; двигаться, перемещаться, переходить, переместиться; вести, проводить; ориентироваться; просматривать; направлять; летать

instead [ɪn'sted] prep – вместо

occur [ə'kɜː] v - происходить, иметь место, случаться; встречаться; возникать, проявляться; наступать; бывать; протекать; залегать; попадаться

strengthen ['streŋθən] v - укреплять, упрочить; усиливать, активизировать, ужесточить; усиливаться; повыситься; крепить; упрочнять

weaken ['wi:kən] v - ослабить, подорвать; расслабить; ослабиться; обессилить

behavior [bi'heivjər] n - поведение, действие, поступок; режим

increase ['ɪnkri:s] v - увеличиваться, возрастать, расти, повышаться, усиливаться; наращивать; усиливать

verbal ['vɜ:bəl] adj - словесный, устный, вербальный, речевой; буквальный; многословный; глагольный

threaten [θretn] v - угрожать, грозить, пригрозить, грозиться; пугать, запугивать

hostility [hɒs'tɪlɪtɪ] n - враждебность, вражда, неприязнь, враждебное отношение; неприятие

commitment [kə'mɪtmənt] n - обязательство; приверженность, преданность, самоотдача, посвящение, верность; совершение; вручение; взгляды; стремление; решимость, целеустремленность

feature ['fi:tʃə] n - особенность, свойство, признак, характеристика, черта, качество; деталь, элемент, компонента; функция; возможность

include [ɪn'klu:d] v - включать, заключать, входить, включить, предполагать, подразумевать; относиться; содержать, содержаться; являться, иметься, находиться; предусматривать; охватывать; отнести; прилагать

disparaging [dɪs'pærɪdʒɪŋ] adj - пренебрежительный, унижительный, уничижительный

rigidity [rɪ'dʒɪdɪtɪ] n - жесткость, ригидность, негибкость, твердость; строгость; непреклонность; стойкость, прочность; косность; неподвижность

exhibit [ɪg'zɪbɪt] v - выставять, экспонировать; проявлять, показывать, выказывать, представлять; демонстрировать; проявляться

sign [saɪn] n - знак, знамение, примета, символ, обозначение, предзнаменование; признак, симптом; вывеска, табличка, надпись; след; сигнал

seek [si:k] v - искать, разыскивать; стремиться, пытаться; добиваться; обращаться; просить; хотеть; взыскать

avoid [ə'vɔɪd] v - избегать, предотвратить, не допускать, исключить; уклоняться; сторониться, остерегаться; обойти, обходить; отменять

support [sə'pɔ:t] n - поддержка, помощь, сопровождение, содействие; обеспечение, поддержание; опора; содержание; подставка, штатив; кронштейн; кормилец; оплот

respect [rɪs'pekt] n отношение, почтение, почитание, уважение; признание; почет; соблюдение; аспект; смысл

maintain [meɪn'teɪn] v - поддерживать, обслуживать, эксплуатировать; сохранять, удерживать, держать, придерживаться, соблюдать; утверждать, заявлять; содержать; отстаивать, защищать; выдерживать

contribute [kən'trɪbjʊ:t] v - способствовать, содействовать; сотрудничать; помочь, посодействовать; вкладывать; вносить вклад; жертвовать; отдавать

influence ['ɪnfluəns] v - влиять, воздействовать, оказывать влияние, повлиять

respond [rɪs'pɒnd] v - отвечать, реагировать, откликнуться; соответствовать; поддаваться

respect [rɪs'pekt] v - уважать, соблюдать, почитать, чтить; признавать; учитывать; не нарушать; беречь, щадить

anger ['æŋɡə] n - гнев, злость, ярость, злоба; негодование, возмущение, озлобление; раздражение; досада;

fear [fiə] n - страх, опасение, боязнь, ужас, испуг; вероятность, возможность

rejection [rɪ'dʒekʃn] n – отказ; неприятие, отторжение, неприятие, отвержение, отрицание, непризнание; отклонение; отбрасывание; выбраковка, браковка, отбраковка; брак; извержение

resentment [rɪ'zentmənt] n - негодование, возмущение, недовольство, озлобление; чувство обиды, обида; неприязнь; обидчивость

shame [ʃeɪm] n - стыд, позор, бесчестие, срам; досада; неприятность

benefit ['benɪfɪt] n -выгода, польза; преимущество; пособие; благо; прибыль; привилегия, льгота; пенсия

negotiate [nɪ'ɡəʊʃieɪt] v - договариваться, вести переговоры, согласовать; преодолевать; обсудить, обговаривать; заключить; торговаться; реализовать; улаживать

defuse [di: 'fju:z] v – разрядить; обезвредить

Exercise 1. Give the Russian for:

the experience of conflict in interpersonal relationships, relationship-damaging experiences, increased antagonism instead of conflict resolution, to make verbal attacks during an argument, express disagreement without hostility, discuss an area of disagreement until a mutually-agreed upon resolution is reached, features of destructive conflict, exhibit signs of competitiveness during the conflict, maintain a commitment to resolving the conflict successfully, respond to disagreements and arguments, positive benefits, including feelings of security and well-being, making appropriate eye contact, defusing potentially destructive conflict situations.

Exercise 2. Find in the text the English for:

управлять конфликтом, разногласия с коллегами, использовать угрожающие жесты во время ссоры, выразить несогласие с принятием окончательного решения для эффективного разрешения конфликта, обсудить область разногласия, содержать оскорбительные высказывания и личные выпады, избежать конфликта, особенности конструктивного конфликта, включать в себя поддержку и уважение других, в личных и профессиональных отношениях, история неразрешенного конфликта, увеличить потенциал для разрушительного конфликта, здоровые и доверительные межличностные отношения, непрерывный цикл гнева, навыки разрешения конфликтов, использовать ободряющие выражения лица.

Exercise 3. Match the words in the left column with their meanings in the right one:

- | | |
|-----------------|---|
| 1. to approach | a) an advantage, improvement, or help that you get from something |
| 2. hostility | b) when someone is unfriendly |
| 3. rigid | and full of anger towards another person |
| 4. to negotiate | |
| 5. benefit | |

- 6. fear
- 7. to respect
- 8. to influence
- 9. sign
- 10. to avoid

- c) to deliberately not do something, especially something wrong, dangerous, or harmful
- d) an event, fact etc. that shows that something is happening or that something is true or exists
- e) to begin to deal with a situation or problem in a particular way or with a particular attitude
- f) the feeling you get when you are afraid or worried that something bad is going to happen
- g) to affect the way someone or something develops, behaves, thinks etc. without directly forcing or ordering them
- h) to admire someone because they have high standards and good qualities such as fairness and honesty
- i) someone who behaves in a way is very unwilling to change their ideas or behavior
- j) to discuss something in order to reach an agreement, especially in business or politics

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

- 1. to engage

- a) to be doing or to become involved in an activity
- b) to attract someone's attention and keep them interested
- c) to get involved with other people and their ideas in order to un-

derstand them

2. to navigate

- a) to find which way you need to go when you are travelling from one place to another
- b) to understand or deal with something complicated
- c) to sail along a river or other area of water

3. to occur

- a) to happen
- b) to happen or exist in a particular place or situation

4. to exhibit

- a) to show something in a public place so that people can go to see it
- b) to clearly show a particular quality, emotion, or ability

5. to seek

- a) to try to achieve or get something
- b) to ask someone for advice or help
- c) to look for someone or something

Exercise 5. Insert the prepositions instead of the points (where it is necessary):



1. Destructive conflict occurs when two or more people engage ... actions and behaviors that result ... increased antagonism instead ... conflict resolution.
2. Constructive conflict, ... the other hand, occurs ... when people express disagreement without hostility and ... a commitment ... effective resolution ... the conflict.
3. ... example, two family members may discuss an area ... disagreement until a mutually-agreed ... resolution is reached.
4. ... Individuals who engage ... constructive conflict concentrate ... the issues ... hand and maintain a commitment ... resolving the conflict successfully.
5. A history of unresolved conflict can significantly increase ... the potential ... destructive conflict, and past experiences ... conflict can also influence ... how people respond ... disagreements and arguments.

Exercise 6. Express agreement or disagreement with the statements:



1. Disagreements with family members, friends and coworkers have to be relationship-damaging experiences.
2. Arguments do not always have to end badly.
3. Features of constructive conflict include support and respect for others, as well as openness and cooperation.



4. Constructive conflict doesn't grow out of healthy and trusting interpersonal relationships among those involved.
5. Destructive conflict often contributes to an ongoing cycle of anger, fear and isolation between individuals and within a group.
6. Improving your non-verbal communication skills alone during an argument can contribute considerably toward defusing potentially destructive conflict situations.

Exercise 7. Answer the following questions:



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1. Is the experience of conflict in interpersonal relationships is a negative one, for most of us?
2. What types of conflict can be?
3. Do disagreements with family members, friends and coworkers have to be relationship-damaging experiences?
4. Arguments do not always have to end badly, do they?
5. Can our relationships be strengthened or weakened by the constructive conflict?
6. When does constructive (destructive) conflict occur?
7. What features of constructive (destructive) conflict include?
8. Can a history of unresolved conflict significantly increase the potential for destructive conflict?
9. Can past experiences with conflict also influence how people respond to disagreements and arguments?
10. Does constructive conflict grow out of healthy and trusting interpersonal relationships among those involved?
11. Does destructive conflict contribute to an ongoing cycle of anger, fear and isolation between individuals and within a group?
12. Does constructive conflict have many positive benefits?
13. What conflict resolution skills can be learned?
14. What can contribute considerably toward defusing potentially destructive conflict situations?

Unit 2. Reading Comprehension and Rendering Practice

Exercise 1. Write your own option of a summary of the text given below.

What Are Ways to Resolve Conflict without Violence?

By Nicola Gordon-Thaxter
eHow Contributor

It's easy but not very productive to settle a conflict with a fight. Each party might feel he has won, but in reality issues don't get resolved and no one wins. A better way to resolve conflicts is by compromise. By using diplomacy you are more likely to settle the issues and walk away from the situation with a better relationship with your associate. More importantly, by resolving your conflict without violence, you will both walk away unhurt.

Slow Down



When dealing with a conflict an immediate reaction is often rage, which can quickly lead to violence. Instead of reacting this way, pause and try taking a step backwards. It might be necessary to walk away from the person with whom you are having the conflict.

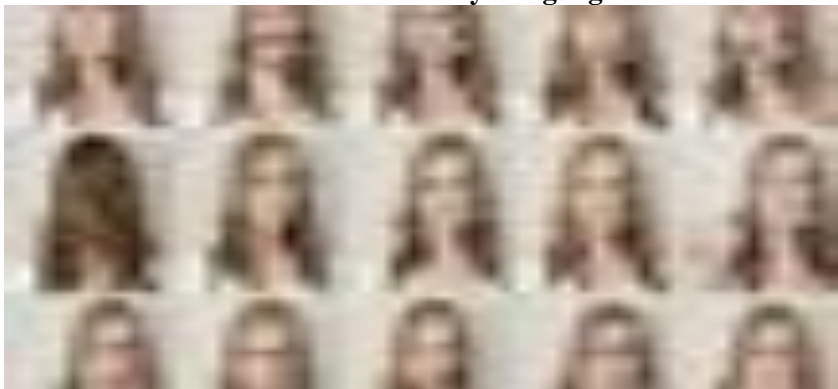
Take some time to breathe deeply and try and slow down your heart rate; when you feel calmer you can decide if it is worth it to return to the discussion or to leave it alone.

Listen



You might not have all the information about the situation that you are getting so angry about. To avoid flying off the handle, ask the other person questions in order to get the full picture. If they are willing to answer you, take the time to truly listen. You might find that there is less of a conflict than you thought or that it can be easily solved. Your questions and willingness to listen might also subdue the other person's anger.

Neutralize Your Body Language



Antagonistic gestures can escalate the tension, so keep body language neutral. Watch your posture and tone of voice; make sure they are nonthreatening. Stay out of the other party's personal space. Keep your gestures neutral to avoid escalation.

Compromise

Finding common ground between two people is another way to resolve conflict without resorting to violence. This doesn't mean you have to give in; it just means both parties decide to agree on what common terms you can both live with, even if they aren't what you both originally wanted.

Unit 3. Discussion & Writing Practice

Conflict Resolution Strategy Style (adapted from Stacy Bradshaw)



Exercise 1. 30 – 40 minutes

The textbook definitions of resolution styles vary slightly from this activity. This exercise builds team cohesiveness as an in-class activity both for discovery of differences in shared meanings of proverbs and recognition of different styles of conflict resolution.

Dividing students into teams, one student reads the proverb and each member records a scaled answer whether they believe that the proverb offers a desirable or undesirable method for resolving conflict. More often than not, students need to discuss what each of the proverbs means to them before they can score an answer.

After mathematical calculations are completed, each team records their answers on the board (by team without individual attribution). Insights, strengths and weaknesses of various styles, gender differences, cultural differences, and context influences are discussed.

CONFLICT RESOLUTION STRATEGY STYLE

DIRECTIONS: Indicate your opinion of each of the following short proverbs as a conflict strategy. In each case ask the question: How desirable is this strategy as a method for resolving conflicts? Using the following key, write the appropriate number in the blank to the left of each proverb.

- 1 = Completely Undesirable
- 2 = Undesirable
- 3 = Neither Desirable or Undesirable
- 4 = Desirable
- 5 = Very Desirable

1. You scratch my back; I'll scratch yours.
2. When two quarrel, the one who keeps silent first is the most praiseworthy.
3. Soft words win hard hearts.
4. A person who will not flee will make the foe flee.
5. Come and let us reason together.

6. It is easier to refrain than to retreat from a quarrel.
7. Half a loaf is better than none.
8. A question must be answered by knowledge, not by numbers; it is to have a right decision.
9. When someone hits you with a stone, hit back with a piece of cotton.
10. The arguments of the strongest always have the weight.
11. By digging and digging, the truth is discovered.
12. Smooth words make smooth ways.
13. If you cannot make a person think as you do, make them do as you do.
14. One who fights and runs away lives to fight another day.
15. A fair exchange brings no quarrel.
16. Might overcomes right.
17. Tit for tat is fair play.
18. Kind words are worth much and cost little.
19. Seek 'til you find, and you'll not lose your labor.
20. Kill your enemies with kindness.
21. One loses least in a quarrel who keeps one's tongue in cheek.
22. Try, and trust will move mountains.
23. Put your foot down where you mean to stand.
24. One gift for another makes good friends.
25. Don't stir up a hornet's nest.

SCORING

Now that you have indicated the desirability of each proverb, transfer your rating numbers to the following blanks. The numbers correspond to the proverb numbers and are not in order.

Total the columns.

5 _____ 4 _____ 1 _____ 2 _____ 3 _____

8 _____ 10 _____ 7 _____ 6 _____ 12 _____

11 _____ 13 _____ 15 _____ 9 _____ 18 _____

19 _____ 16 _____ 17 _____ 14 _____ 20 _____

22 _____ 23 _____ 24 _____ 21 _____ 25 _____

Totals: I _____ II _____ III _____ IV _____ V _____

RESOLUTION STRATEGIES

I. Collaborating (Cooperative) -

Aims to satisfy the needs of both parties.

II. Competing (Confrontational) -

Desires to meet own needs at the expense of others.

III. Compromising -

Both parties give up some of their needs to reach a solution.

Only partially satisfies each person's wants and needs.

IV. Avoiding (Nonconfrontational) -

No attempt to address the conflict or to satisfy each other's needs and concerns.

V. Accommodating (Smoothing) -

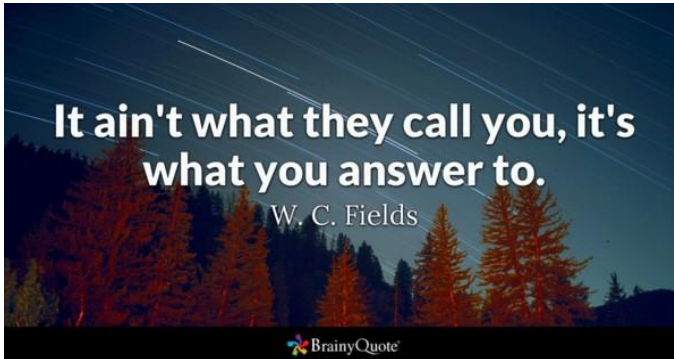
You place others needs and concerns above your own.

EXPLANATION

The higher your score on a particular column is, in relation to the other columns, the more likely it is that this is your dominant style for resolving conflict. The more equal your column scores are to the

other columns, the more likely it is that you adapt your conflict resolution style to match differing situations.

Exercise 2. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience



1.

~ W.C.

Fields



2.

3. What people often mean by getting rid of conflict is getting rid of diversity, and it is of utmost importance that these should not be considered the same. We may wish to abolish conflict, but we cannot get

rid of diversity...Fear of difference is fear of life itself. ~ *Mary Par-*

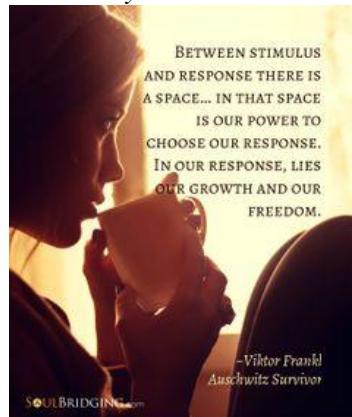


ker Follett



4.

. ~ *Henry Ford*



5.

~ *Viktor Frankl*

6. If passion drives you, let reason hold the reins. ~ *Benjamin Franklin*



7. ~ *Robert Frost*

8. You can never change things by fighting the existing reality. To change something, build a new model that makes the old model obsolete. ~ *Buckminster Fuller*



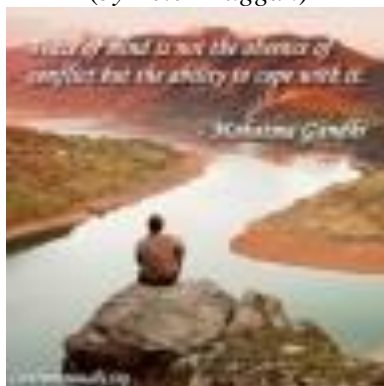
9. ~ *Indira Gandhi*

Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version (if you can). Express the main idea in brief. Learn the poem by heart.

Conflict in my mind

(by Peter Duggan)

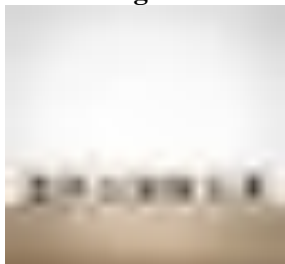


That conflict it is back again
To flow or write in style
This theme at times it comes to me
It's been happening a while
Do I want to love my poems
Or just try to be clever
I can write so many styles
But will I like them ever?

When my words flow like a river
So proud of them I be
Yet when I do that clever stuff
It don't appeal to me
Cause I came from the old school
Where poems had to rhyme
And always my mind goes on back
To those wondrous times

What shall I do, what shall I do
I can't make up my mind
Write a million awkward poems
That to most folk are refined
Or let my words flow out of me
Like a river to the ocean
Where nothing clever comes on out

Unit 5. English Grammar & Exercises



UPPER-INTERMEDIATE/ADVANCED GRAMMAR PRACTICE: THE INFINITIVE CONSTRUCTIONS

Absolute Infinitive Construction

В английском языке встречается оборот, состоящий из существительного в общем падеже и инфинитива. В таком обороте существительное обозначает лицо или предмет, совершающий действие, выраженное инфинитивом, или подвергающийся этому действию. Оборот называют самостоятельным инфинитивным оборотом (Absolute Infinitive Construction). Он стоит в конце предложения и отделен запятой, на русский язык переводится предложением с союзом "причем", в котором глагол выражает долженствование. Самостоятельный инфинитивный оборот чаще встречается в юридических текстах и в коммерческих документах (контрактах и т. д.):

The sellers offered the buyers 5,000 tons of oil, delivery to be made in October.

Продавцы предложили покупателям 5000 тонн нефти, причем поставка должна была быть произведена в октябре.

The buyers requested the sellers to keep them informed of the position of the vessel, the communications to be addressed to

Покупатели просили продавцов держать их в курсе местонахождения судна, причем сообщения должны были направ-

their agents.

ляться их агентам.

Complex Object

Конструкция сложное дополнение (объектный инфинитивный оборот, Complex Object, The Objective Infinitive Construction, The Objective-with-the-Infinitive Construction) представляет собой сочетание существительного в общем падеже или личного местоимения в объектном падеже с инфинитивом. Эта конструкция строится по следующей схеме:

ПОДЛЕЖАЩЕЕ	СКАЗУЕМОЕ (в действительном залоге)	Существительное в общем падеже или личное местоиме- ние в объектном падеже + инфини- тив
<i>We</i> <i>Мы</i>	<i>expect</i> <i>надеемся,</i>	<i>him to do it in time.</i> <i>что он сделает это</i> <i>вовремя.</i>

При переводе конструкции на русский язык, почти всегда используется придаточное предложение.

СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ «СЛОЖНОЕ ДОПОЛНЕНИЕ»		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	После глаголов чувственного восприятия : to hear слышать, to see видеть, to watch наблюдать, смотреть, to feel чувствовать, to observe наблюдать, to notice замечать и др. в действительном залоге.	<i>I <u>watched</u> <u>her</u> approach.</i> <i>Я <u>смотрел</u>, как она <u>приближается</u>.</i>

	<p>После этих глаголов инфинитив употребляется без частицы to.</p> <p>После глаголов чувственного восприятия используется только Indefinite Infinitive Active. Чтобы выразить действие в страдательном залоге, можно использовать причастие II.</p>	<p><i>I <u>saw</u> the fire slowly conquered.</i> <i>Я <u>видел</u>, как пожар постепенно потушили.</i></p>
2	<p>После глаголов, обозначающих умственную деятельность: to know знать, to think думать, to consider, to believe, to suppose думать, полагать, to expect ожидать, to imagine представлять, to find находить, узнавать, to trust верить, to assume допускать, предполагать и др. в действительном залоге. После этих глаголов в составе конструкции очень часто используется глагол to be.</p>	<p><i>He <u>considers</u> this question to be of great importance.</i> <i>Он <u>считает</u> этом вопрос очень важным (= что этом вопрос является очень важным).</i></p>
3	<p>После глаголов со значением заявления: to pronounce произносить, говорить, to declare заявлять, to report докладывать.</p>	<p><i>The surgeon <u>pronounced</u> the wound to be a slight one.</i> <i>Врач <u>сказал</u>, что рана лёгкая (= рана является лёгкой).</i></p>
4	<p>После глаголов, обозначающих чувства и эмоции: to like нравиться, to dislike не нравиться, to love любить, to hate, cannot bear не мочь терпеть, ненавидеть и т. д.</p>	<p><i>I <u>hate</u> you to talk in this way.</i> <i>Я <u>терпеть</u> не могу, когда вы так говорите (= вы говорите таким образом).</i></p>
5	<p>После глаголов, обозначающих приказ или разрешение, при- нуждение:</p>	<p><i>She <u>suffered</u> Mr. Smith to go her back into her room.</i></p>

	to order приказывать, to allow, to permit позволять, to suffer неохотно позволять, to have распоряжаться, to make, to have, to get, to force, to cause распоряжаться, приказывать, заставлять и др. в действительном залоге.	Она <u>неохотно позволила</u> , чтобы мистер Смит проводил ее в комнату. <i>She <u>caused</u> a telegram to be sent to him.</i> Она <u>распорядилась</u> , чтобы ему послали телеграмму (= чтобы телеграмма была отправлена ему).
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Complex Subject

Конструкция **сложное подлежащее** (субъектный инфинитивный оборот, **Complex Subject**, The Subjective Infinitive Construction, The Nominative-with-the-Infinitive Construction) представляет собой сочетание **существительного в общем падеже или личного местоимения в именительном падеже**, выполняющего в предложении функцию подлежащего, **с инфинитивом**. Эта конструкция строится по следующей схеме:

ПОДЛЕЖАЩЕЕ (существительное в общем или местоимение в именительном падеже)	СКАЗУЕМОЕ (обычно глагол в страдательном залоге)	ИНФИНИТИВ
<i>He</i> <i>Он,</i>	is known как известно,	to go to work to Siberia. поедет работать в Сибирь.

Особенность этой конструкции в том, что она не выступает как единый член предложения: именная часть конструкции является в то же время подлежащим предложения, а инфинитив представляет собой часть составного глагольного сказуемого.

СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ «СЛОЖНОЕ ПОДЛЕЖАЩЕЕ»		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	С глаголами чувственного восприятия : to hear слышать, to see видеть, to watch наблюдать, смотреть, to feel чувствовать, to observe наблюдать, to notice замечать и др. в страдательном залоге . В данной конструкции, после этих глаголов инфинитив употребляется с частицей to .	<i><u>Bob was heard to laugh heartily.</u></i> <i><u>Было слышно,</u> как Боб смеялся от всего сердца.</i>
2	С глаголами, обозначающими умственную деятельность : to know знать, to think думать, to consider , to believe , to suppose думать, полагать, to expect ожидать, to imagine представлять, to find находить, узнавать, to trust верить, to assume допускать, предполагать и др. в страдательном залоге . После этих глаголов в составе конструкции часто используется глагол to be .	<i><u>Philip was known to be a young man without money.</u></i> <i><u>Знали,</u> что Филипп был молодым человеком без денег.</i>
3	С глаголом to make заставлять (в страдательном залоге).	<i><u>Little Bob was made to put on some warm clothes.</u></i> <i>Маленького Боба заставили надеть теплую одежду.</i>
4	С глаголами в значении сообщения : to say говорить, to report сообщать, to state утверждать в стра-	<i><u>He is said to have gone to work to Siberia.</u></i> <i><u>Говорят,</u> что он</i>

	дательном залоге.	<i>уехал работать в Сибирь.</i>
5	В действительном залоге с глаголами: to seem казаться (по-видимому), to happen случаться (случается, случилось), to prove доказывать (оказывается, оказалось), to be likely вероятно, to be unlikely вряд ли, to be sure, to be certain быть уверенным (наверняка), to turn out оказываться (оказалось) и т. п.	<i>They <u>are unlikely</u> to come in time.</i> <i>Они <u>вряд ли</u> придут вовремя.</i> <i>The work <u>proved</u> to be useful.</i> <i>Работа <u>оказалась</u> полезной (= Работа, <u>как оказалось</u>, была полезной).</i> <i>They <u>seemed</u> to have forgotten him.</i> <i>Они, <u>казалось</u>, забыли его.</i>

КОНСТРУКЦИЯ FOR-TO-INFINITIVE

Данная конструкция (инфинитивный оборот с предлогом for, the For-to-Infinitive Construction, оборот for + существительное (местоимение) + инфинитив) представляет собой сочетание существительного в общем падеже или личного местоимения в объектном падеже с инфинитивом при помощи предлога **for**:

	FOR	СУЩЕСТВИТЕЛЬНОЕ (в общем падеже) или ЛИЧНОЕ МЕСТОИМЕНИЕ (в объектном падеже)	ИНФИНИТИВ
<i>Here is the book</i>	<i>for</i>	<i>you</i>	<i>to read.</i>
<i>Вот книга, которую вам надо прочитать.</i>			

При переводе существительное или местоимение такой конструкции становится подлежащим, а инфинитив - сказуемым. Инфинитив при этом может употребляться как в действительном, так и в страдательном залоге. Конструкцию можно переводить: 1) инфинитивом, 2) существительным, 3) придаточным предложением.

ФУНКЦИИ КОНСТРУКЦИИ "FOR-TO-INFINITIVE" В ПРЕДЛОЖЕНИИ		
№ п/п	ФУНКЦИЯ	ПРИМЕР
1	Подлежащее (часто с вводным it)	<i>It is shame for me to ask.</i> <i>Для меня просить - стыдно.</i>
2	Сказуемое	<i>The instruction is for the engineers to follow.</i> <i>Инструкция предназначена для того, чтобы инженеры ее выполняли.</i>
3	Дополнение	<i>He waited for her to speak.</i> <i>Он ждал, когда она заговорит.</i>
4	Определение	<i>The best thing for you to do is to obey.</i> <i>Лучшее, что вам следует сделать - подчиниться.</i>
5	Обстоятельство цели	<i>He stepped aside for me to pass.</i> <i>Он отошел в сторону, чтобы я смог пройти.</i>
6	Обстоятельство результата	<i>He spoke loud enough</i>

		<i>for you to hear.</i> <i>Он говорил доста- точно громко, что- бы вы могли слы- шать.</i>
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Grammar Exercises – Infinitive Constructions

Exercise 1. Fulfil the tasks using the Objective-with-the-Infinitive Construction.

A. Transform the complex sentences into the sentences with the Objective-with-the-Infinitive Construction.

1. I noticed that her figure-hugging dress suited her very much.
2. I like when my brother puts on his outgoing suit and a tie.
3. He didn't see that she has put on her fur coat.
4. She watched how her friend tried to choose a proper outfit for the party.
5. She liked to watch how her mother sewed.
6. I understood that narrow-shouldered jackets suited me very much.
7. I can't believe that she looks so stylish in this knitted dress.

B. Complete the sentences.

1. I saw ...
2. He hasn't heard ...
3. They watched attentively ...
4. She felt ...
5. It was interesting to observe ...
6. Her mother noticed ...
7. I have always known ...
8. But I thought ...
9. Do you consider ... ?
10. I could never expect ... !
11. Can you imagine ... ?
12. I believe ...
13. Her mother wishes ...
14. I want ...
15. She dislikes ...
16. Her father intends ...
17. I hate ...
18. I can't bear ...

C. Translate into English.

1. Не заставляй меня носить это шерстяное платье! Оно уже давно вышло из моды!
2. Я очень люблю, когда она надевает брюки и свитер! Я считаю, что она выглядит в них просто и эле-

гантно. 3. Я настаиваю, чтобы ты надела пальто! На улице холодно. 4. Я не выношу, когда она надевает фиолетовую юбку с оранжевой рубашкой. 5. Она очень хотела, чтобы он подарил ей шубу. 6. Я не допущу, чтобы ты выходил из дома зимой без шапки и перчаток.

Exercise 2. Fulfil the tasks using the Subjective Infinitive Construction.

A. Transform the sentences into the sentences with the Subjective Infinitive Construction. What does it change in the sense of each sentence?

1. The fashion has changed a lot (to appear).
2. She looks wonderful in that pencil and green turtle (to seem).
3. This duffel bag doesn't match with your winter boots (to be unlikely)
4. She wasn't properly dressed (to happen).
5. She is the most stylish girl in the class (to think).
6. The checked patterns are the most fashionable this year (to say).
7. The blouses of curvaceous lines become very popular (to be likely).
8. Boldly-striped skirts will be out of fashion next year (to expect).

B. Complete the sentences.

1. She turned out
2. Her style is said
3. ... to be out of fashion the next season.
4. The dotted clothes is expected
5. This fashion show is thought
6. ... to match with her hair color.
7. The figure-hugging suits are considered
8. ... to lay an accent on the natural fabrics.
9. This designer is known
10. A shoulder-padded shape is supposed
11. ... to change a lot in menswear.

C. Translate into English.

1. Говорят, что тебе очень идет твое новое кашемировое пальто.
2. Ожидается, что в следующем году в моду войдут узкие брюки и двубортные пиджаки.
3. Кажется, она снова поменяла свой

стиль одеваться. 4. Оказалось, что свитера и водолазки гораздо удобнее, чем она предполагала. 5. Сшитая одежда всегда считалась более престижной, чем готовая. 6. Полагают, что клетчатая одежда вскоре снова войдет в моду.

Exercise 3. Fulfil the tasks using the for-to-Infinitive Construction.

A. Transform the sentences into the sentences with the for-to-Infinitive Construction.

1. She was anxious that her dress should be made in time. 2. We are waiting when Ann finishes trying on different clothes. 3. I bought some accessories that you can put on with your outgoing suit. 4. The skirt and the blouse are so bright that I can't put them on at the exam. 5. They are waiting until the fashion-show begins. 6. Here are the hat and scarf that you must wear. 7. These boots are very old; you can't wear them.

B. Complete the sentences.

1. The main thing for ... is... 2. It's too warm outside for ... 3. It's too serious a meeting for ... 4. She was anxious for ... 5. It was strange for ... 6. The best thing for ... 7. This skirt is too loose for ... 8. She rearranged the ribbons for ... 9. It's very queer for ... 10. There's nothing here for ... 11. Here is the fabrics; it was left here for ... 12. The jeans were too tight for ...

C. Translate into English.

1. Погода была слишком холодная, чтобы дети вышли гулять без пальто. 2. Свитер был слишком широк, чтобы хорошо смотреться с короткой юбкой. 3. У нее слишком полная фигура, чтобы носить такие облегающие платья. 4. Она решила ушить платье, чтобы оно лучше сидело. 5. Она с нетерпением ждала, когда станет тепло, и она сможет надеть свой новый костюм.

Exercise 4. You start working as a journalist in a Fashion magazine. You have only started and you are already given an article, and, more over – for an English branch of your edition! Of course you want to make it sound exact, precise and “English-like”. So, you translate it into English using the Infinitive and the Infinitive Constructions where possible. By the way, you write several letters that evening, and, of course, answer the telephone.



1. Кто-нибудь видел, как Мария выглядит в новом костюме? 2. Кажется, что дизайнеры, создававшие весеннюю коллекцию одежды, позаимствовали краски и силуэты у природы. 3. Не могу поверить, что ты купила себе такое яркое шелковое платье, я всегда думала, что ты предпочитаешь однотонную одежду. 4. Ожидается, что в скором времени пройдет показ мод от Юлии Николаевой. Говорят, что доминирующим направлением в коллекции будет стиль «русский модерн». 5. Терпеть не могу, когда ты надеваешь клетчатую юбку с этой рубашкой, – мне кажется, они совершенно не смотрятся вместе. 6. «Ты купила мне рубашку на два размера больше, чем я ношу!» – говорит муж. «Я знаю», — отвечает жена, — «но я не хотела, чтобы продавщица узнала, что у меня такой маленький муж» 7. Самое лучшее, что ты можешь сделать, чтобы выглядеть на вечеринке великолепно, это надеть простое и элегантное черное платье. 8. Полагают, что в следующем веке в моде будет полудомашняя простая одежда, а дорогие изящные наряды, вероятнее всего, выйдут из моды. Думается, кого-то эта точка зрения оскорбит, а кому-то,

возможно, очень понравится. Считается, что в гардеробе следующего века будут присутствовать различные стилизованные халаты и пижамы. Восклицание «Мне нравится, как на тебе сидит этот пиджак!» станет просто неуместным. Оказалось, что «домашний» стиль уже прижился в Японии и вполне вероятно, что эта страна станет символом нового стиля. 9. Я настаиваю, чтобы ты надела это платье! Оно тебе очень идет. — Я терпеть не могу носить шерстяные вещи! И вообще, кажется, это платье уже давно вышло из моды! — Я всегда знала, что ты упрямая и безвкусная! 10. «Правда, что когда вы с женой ходите по магазинам, она читает тебе вслух?» — «Да, она читает мне журнал мод, чтобы я знал, что покупаю ей самые модные вещи!» 11. Я думаю, что тебе очень идет длинная облегающая юбка; я хочу, чтобы ты ее примерила! 12. Считается, что в этом сезоне в моде твид во всех вариантах — в пальто, жакетах, пиджаках, юбках, брюках, сумках и даже туфлях. Полагают также, что успехом в этом сезоне пользуются шелковые платья, длинные юбки, вышивка и бахрома. 13. Оказалось, что Аня абсолютно поменяла свой стиль: теперь она предпочитает носить длинные и свободные вещи. — Надо же? А я всегда думала, что она любит носить все облегающее и короткое. 14. «Я хочу, чтобы вы поменяли мне пальто, которое я недавно у вас купил! Моя жена сказала, что не выносит, когда я его одеваю» — «Но это пальто считается просто великолепным, сэр! Вы не думаете, что проще поменять жену?» 15. Я слышала, что она покупает только дорогие и стильные вещи. — Было бы странно, если бы она действительно так делала. Я знаю, что она всегда выбирает только удобную и практичную одежду. 16. Кажется, дизайнеры продолжают работать над созданием одежды восточного направления. Считается, что, соединяя национальный орнамент с ярким рисунком, они создают новый стиль.

Exercise 5. Describe somebody from the other persons' words.

Use the pattern: "She was said to ..."

Exercise 6. Remember a situation from your life: you are quarrelling with your mother – she insists on your putting on some-

thing and you think you will be said to look ridiculous, and the like.

Exercise 7. Discuss advantages and disadvantages of your friend's outgoing outfit. If you use the Infinitive constructions, you will sound precise and exact.

Exercise 8. Write a fashion magazine article. Describe what is supposed to be in/out of fashion, what is likely to be fashionable the next season and so on. Be detailed.

Chapter SEVEN

Reasons For A Conflict

Unit 1. Reading and Translation Practice

What Are Some Reasons for a Conflict to Occur?

By Wayne Shirey
eHow Contributor

As social animals, human beings are involved in a complex system of relationships, and wherever there are human relationships; there is the potential for conflict. The Foundation Coalition states on its website that we are involved in an average of five conflicts per day. National conflicts can result in war, work and team conflicts can result in failure, and interpersonal conflicts can result in unhappiness. Whether the conflict is international, workplace or interpersonal, it has five basic causes: values, misunderstanding, personalities, goals and needs.



Values can be looked at in two different ways and both are potential sources of conflict. Each of us value different things. For instance, you might value a boat above a washing machine while your spouse is the opposite. One nation might value rice above oil,

while another places more value on oil. An inability to reconcile these differing preferences is a common source of conflict.

We also have different values. Valentin Turchin in his Principia Cybernetica website article, "Science and Human Values," defines human values as what we appreciate, what we want to have or what we want to achieve. Examples might be peace, truth, love of God, patriotism and freedom. When two people or groups have values that are at odds, conflict is inevitable.



Failure to communicate, failure to listen or misinterpretation of what someone says is a common source of conflict. Our perception of other people or groups is at least as important and often more important than reality when it comes to our relationship with them. Left unrecognized and uncorrected, misunderstanding between parties is a major source of conflict.

Conflict is often caused by poor communication.

Personalities



Certain personality types are incompatible in some situations. For instance, a group or team needs only one leader at a time, and when there are two or more aggressive, ambitious individuals, the group can be subjected to constant leadership challenges. If two people who are inherently stubborn disagree, the resolution of their conflict will be made more difficult by their stubbornness. The old adage that opposites attract has its roots in conflicts between similar personality types.

Goals



Incompatible goals of the parties in a relationship is a source of conflict as much in the geopolitical world as in our interpersonal relationship with friends and families. If, for instance, one nation or religion has as a goal the establishment of a worldwide government or religion, it is likely to conflict with any other nation or religion it shares the planet with. Another example could be a husband whose goal is to have children while his wife's goal is to remain childless.

Needs

Needs are the basic reason that relationships are formed. If individuals have needs that they cannot meet themselves, they turn to others and a relationship is formed. One common cause of conflict is one member of a relationship interfering with or failing to meet another member's needs.

Needs, like values, can be looked at in two different ways. Our needs can be concrete. A nation might need things like food, energy, raw materials, etc. An individual might need food, shelter, clothing, etc. But besides our concrete needs, our emotional needs are at least as important in terms of causes of conflict, especially in interpersonal relationships. The failure of one party to meet a need for love or fulfillment of another party will cause a serious conflict. Unfulfilled or frustrated needs are a source of conflict.

Vocabulary list:

average ['ævərɪdʒ] adj - средний, среднестатистический; обычный, обыкновенный, нормальный

failure ['feɪljə] n - неудача, провал, сбой, ошибка; отказ, недостаток, отсутствие; неспособность; неисправность, срыв, поломка; неисполнение; повреждение, поражение, разрушение; несостоятельность, банкротство; неудачник; неуспех; недостаточность; авария, крах, обрушение, обвал; небрежность

cause [kɔ:z] n - причина, повод, мотив; дело; основание; процесс

value ['vælju:] n - значение, ценность, величина, важность, значимость; стоимость, цена; полезность; оценка; достоинство; смысл; длительность

value ['vælju:] v - ценить, оценивать, дорожить, оценить; обесцениться

goal [gəʊl] n - цель, задача; гол; ворота

need [ni:d] n - потребность, необходимость, нужда, надобность; недостаток; бедность

source [sɔ:s] n - источник, исток, происхождение, первоисточник; начало; исходник

spouse [spaʊz] n - супруг, муж; супруга, жена

opposite ['ɒpəzɪt] adj - противоположный, обратный, противный, встречный

rice [raɪs] n рис; райс

reconcile ['rekənsaɪl] v - примирить, примирять, помирить, мирить; согласовывать, согласовать; улаживать, урегулировать; смириться, примириться, помириться, смиряться; совместить; выверять, сверять, выверить

inability [ɪnə'bɪlɪti] n - неспособность, невозможность, неумение, несостоятельность

preference ['prefərəns] n - предпочтение, пристрастие; льгота, привилегия; преимущество; преференция, преферанс; настройка, параметр; предпочтительность; симпатия

achieve [ə'ʃi:v] v - достигать, добиваться, добиться, достичь, достигнуть, получить, обрести; выполнять, реализовать, выполнить, осуществить; одержать

inevitable [ɪn'evɪtəbl] adj - неизбежный, неминуемый, неотвратимый; неизменный

misinterpretation ['misɪntɜːpri'teɪʃn] n - неправильное толкование, неверное истолкование, неверное толкование, неправильная интерпретация, неверная интерпретация

common ['kɒmən] adj - общий, всеобщий, единый, совместный; распространенный; обычный, простой, обыкновенный, типичный, привычный; частый; общепринятый, общеупотребительный; общественный; банальный; вульгарный

perception [pə'sepʃn] n - восприятие, понимание, осознание, осмысление, постижение; ощущение; перцепция; образ; пронизательность; представление; познание; сбор

incompatible [ɪnkəm'pætəbl] adj – несовместимый

ambitious [æm'bɪʃəs] adj - честолюбивый, амбициозный, смелый, целеустремленный, самолюбивый; претенциозный; масштабный, грандиозный; амбиционный

subject ['sʌbdʒɪkt] v - подвергать, подлежать, подвергнуть; подчинять, представлять, покорять

challenge ['tʃælɪndʒ] n - проблема, задача; вызов; сложная задача; оспаривание; отвод; возражение; трудность, сложность; испытание; угроза; оклик

stubborn ['stʌbən] adj - упрямый, упорный, неподатливый, твердолобый, строптивый, настойчивый

adage ['ædɪdʒ] n - пословица, поговорка; изречение, афоризм

similar ['sɪmələ] adj - подобный, похожий, схожий, сходный, аналогичный; соответствующий; одинаковый, идентичный; близкий; одноименный

establishment [ɪs'tæblɪʃmənt] n - создание, установление, образование, становление, налаживание; учреждение, заведение, организация, предприятие; истеблишмент, правящие круги; основание; ведомство; введение; хозяйство; дом; штат

government ['gʌvnmənt] n - правительство, государство, власть, правление; управление, руководство

remain [rɪ'meɪn] v - оставаться, находиться, пребывать, жить, остаться, сохраниться; сохранять; продолжать

interfere [ɪntə'fɪə] v - мешать, препятствовать, вредить, помешать; сталкиваться; интерферировать; вмешивать, вторгаться, влезать; вмешаться; влиять; докучать

fulfillment [fʊl'fɪlmənt] n - выполнение, исполнение; реализация, осуществление, воплощение; совершение, свершение; удовлетворение; наполнение

frustrate [frʌs'treit] v - расстраивать, разочаровывать, расстроить, расстраиваться, разочаровать; срывать, сорвать, срываться

Exercise 1. Give the Russian for:

to be involved in an average of five conflicts per day, value rice above oil, an inability to reconcile these differing preferences, failure to listen or misinterpretation of what someone says, certain personality types, inherently stubborn disagree, to be subjected to constant leadership challenges, opposites attract, incompatible goals of the parties in a relationship, the establishment of a worldwide government or religion, it is likely to conflict with any other nation or religion, one common cause of conflict, to meet another member's needs, unfulfilled or frustrated needs, to remain childless.

Exercise 2. Find in the text the English for:

сложная система взаимоотношений, конфликтный потенциал, межличностные конфликты могут привести к несчастью, пять основных причин: ценности, непонимание, личности, цели и потребности, общий источник конфликта, определять человеческие ценности, как то, что мы ценим, ценности, которые расходятся, конфликт неизбежен, неспособность общаться, восприятие других людей или групп, недопонимание между сторонами, главный источник конфликта, вызвано плохой связью, несовместимы в некоторых ситуациях, между схожими типами личности, проблемы лидерства, источник конфликта.

Exercise 3. Match the words in the left column with their meanings in the right one:

1. failure
2. to value

- a) something that you hope to achieve in the future

3. goal
4. to reconcile
5. to appreciate
6. perception
7. to subject
8. stubborn
9. to interfere
10. challenge

- b) to deliberately get involved in a situation where you are not wanted or needed
- c) something that tests strength, skill, or ability, especially in a way that is interesting
- d) to think that someone or something is important
- e) determined not to change your mind, even when people think you are being unreasonable
- f) to force a country or group of people to be ruled by you, and control them very strictly
- g) to find a way in which two ideas, situations, or facts can both be true or acceptable
- h) the way you think about something and your idea of what it is like
- i) a lack of success in achieving or doing something
- j) to understand how serious or important a situation or problem is or what someone's feelings are

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

1. to value

- a) to think that someone or something is important
- b) to decide how much money something is worth, by comparing it with similar things

2. to subject

- a) to force a country or group of people to be ruled by you, and

- control them very strictly
 b) to force someone or something to experience something very unpleasant, especially over a long time
3. to appreciate
 a) to understand how serious or important a situation or problem is or what someone's feelings are
 b) used to thank someone in a polite way or to say that you are grateful for something they have done
 c) to understand how good or useful someone or something is
4. to frustrate
 a) if something frustrates you, it makes you feel annoyed or angry because you are unable to do what you want
 b) to prevent someone's plans, efforts, or attempts from succeeding
5. to interfere
 a) to deliberately get involved in a situation where you are not wanted or needed
 b) to prevent something from succeeding or from happening in the way that was planned

Exercise 5. Insert the prepositions instead of the points (where it is necessary):

1. As social animals, human beings are involved ... a complex system ... relationships.

2. Values can be looked ... two different ways and both ... are potential sources ... conflict.
3. One nation might value ... rice ... oil, while another places more value ... oil.
4. Failure ... communicate, failure ... listen or misinterpretation ... what someone says is a common source ... conflict.
5. If two people who are inherently ... stubborn disagree, the resolution ... their conflict will be made more difficult ... their stubbornness.
6. Incompatible goals ... the parties ... a relationship is a source ... conflict as much in the geopolitical world as in our interpersonal relationship ... friends and families.
7. One common cause ... conflict is one member ... a relationship ... interfering ... or failing ... meet another member's needs.
8. The failure ... one party ... meet a need ... love or fulfillment ... another party will cause ... a serious conflict.

Exercise 6. Express agreement or disagreement with the statements:



1. Wherever there are human relationships; there is the potential for conflict.
2. National conflicts cannot result in war.

3. Values can be looked at in two different ways and both are poten-



tial sources of conflict.

4. When two people or groups have values that are at odds, conflict isn't inevitable.

5. Left unrecognized and uncorrected, misunderstanding between parties is a major source of conflict.

6. Conflict isn't often caused by poor communication.

7. Certain personality types are incompatible in some situations.

8. Incompatible goals of the parties in a relationship is a source of conflict.

9. One common cause of conflict is one member of a relationship interfering with or failing to meet another member's needs.

10. Unfulfilled or frustrated needs aren't a source of conflict.

Exercise 7. Answer the following questions:



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1. What are human beings, as social animals, involved in?

2. Where is the potential for conflict?
3. How many basic causes does the conflict have? What are they?
4. What is a common source of conflict?
5. Do we also have different values?
6. How does the website article, "Science and Human Values," define human values?
7. When is conflict inevitable?
8. What is a common source of conflict?
9. What is a major source of conflict?
10. Is conflict caused by poor communication?
11. Are certain personality types incompatible in some situations?
12. Are incompatible goals of the parties in a relationship a source of conflict?
13. What is the basic reason that relationships are formed?
14. What is one common cause of conflict?
15. What will cause a serious conflict?
16. Are unfulfilled or frustrated needs a source of conflict?

Unit 2. Reading Comprehension and Rendering Practice

Exercise 1. Write your own option of a summary of the text given below.

Lack of communication as a source of conflict in relationships



People lack communication skills these days. A simple conversation addressing an issue can save a relationship. Use your words.

The proverb “silence is golden” may be wise advice before making a judgment about another person; but experts agree that it can be a costly mistake in relationships.



According to Kerry Patterson, co-author of the New York Times best-seller *Crucial Conversations*, “couples who argue effectively are 10 times more likely to have a happy relationship than those who sweep difficult issues under the rug.”

In his research, Patterson discovered that four out of five people believed poor communication played a significant role in the dissolution of the relationship. When couples avoid discussing sensitive issues in hopes of avoiding an argument, it actually builds resentment in the relationship. He said his research showed “what we don’t talk out, we eventually act out.”

Therapist Nancy B. Irwin said conflict arises with undelivered communication, unmet expectations or thwarted intentions.

“The best way to avoid conflicts, and/or do damage control, is to be assertive in your communications, and be as clear as possible,” Irwin said.

She also suggested couples avoid having expectations of each other that were not clearly talked through and agreed on.

“Accepting disappointment by a thwarted intention or expectation can allay the upset,” she said. “We do not always get what we intend! Seeing it as such, and finding another way to attain that goal can fulfill the expectation.”

Marriage and Family Therapist Zora Kolkey said other top sources of conflict in marriage are sex, money and children. She said couples tend to argue over who their children become friends with, the child's choice of friends and the child's use of technology.

To avoid conflict, and an unhappy marriage, Judy Winkler said to remember that the relationship is more important than the decision or stance each person has chosen to take.

"We all want things our own way while we look good to those who matter to us," she said. "If emotions around a conflict last more than 10 minutes, you can be certain it has nothing to do with the current issue – emotions from the past have been stirred."

When handling conflict, Patterson suggested the following tips:

1. Manage your thoughts

Soften your judgments by asking yourself why a reasonable, rational and decent person would do what your spouse is doing.

2. Affirm before you complain

Don't start by diving into the issue. Establish emotional safety by letting your spouse know you respect and care about him or her.

3. Start with the facts

When you begin discussing the issue, strip out accusatory, judgmental and inflammatory language.

4. Be tentative but honest

Having laid out the facts, tell your spouse why you're concerned. But don't do it as an accusation, share it as an opinion.

5. Invite dialogue

After sharing your concerns, encourage your spouse to share his or hers, even if he or she disagrees with you. If you are open to hearing your spouse's point of view, he or she will be more open to yours.


Unit 3. Discussion & Writing Practice

Exercise 1. Read proverbs about conflicts. Translate them into Russian and make up a story with one of the proverbs in English.

1. There was never a conflict without a woman. – (*English Proverb*)
2. Let him who will not have advice have conflict. – (*Irish Proverb*)
3. Closeness without conflict only exists in the cemetery. – (*Finnish Proverb*)
4. When force and reason are in conflict, force of reason prevails and being reasonable isn't enough. – (*Corsican Proverb*)
5. To engage in conflict, one does not bring a knife that cuts - but a needle that sews. – (*Bahamian Proverb*)

Exercise 2. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience

1.

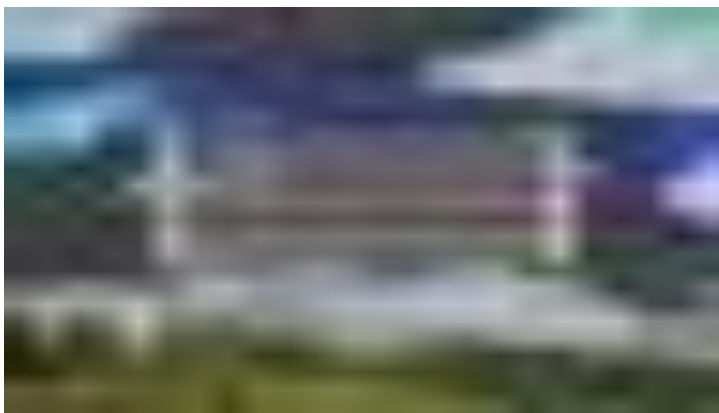
A portrait of Benjamin Franklin, an older man with long, wavy hair, wearing a red coat with a fur collar and a white cravat. He is looking slightly to the right with a thoughtful expression.

Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment.

(Benjamin Franklin)

izquotes.com

~ *Benjamin Franklin*



2.

Mary Parker Follett

~



3.

~ *Buckminster Fuller*

4. ... what may appear as the truth to one person will often appear as untruth to another person. But that need not worry the seeker. Where there is honest effort, it will be realized that what appeared to be different truths are like the countless and apparently different leaves of the same tree. ~ *Gandhi*



5. ~ Margaret Gatty

6. Listening is not waiting to talk. ~ Scott Ginsberg



The problem with holding a grudge is that your hands are then too full to hold onto anything else. It might be the competition or a technology or the lousy things that someone did a decade ago. None of it is going to get better as a result of revisiting the grudge.

— Seth Godin —

AZ QUOTES

7. ~ Seth Godin

My long experience has
taught me to resolve conflict
by raising the issues before I
or others burn their boats.

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Alistair Grant



8.

9. We mistakenly believe that if our partners love us, they will act and behave in certain ways—the ways we react and behave when we love someone. ~ *John Gray*

Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version (if you can). Express the main idea in brief. Learn the poem by heart.

Conflict within my heart

(by Afolabi Muideen)



Never will I give in, how many times will I reply?
You sing to my ear the same song
I will never dance to your music.....
You are a deceit I know of you

You aimed to deceive me I will never dance
 I saw you each time I am in another world,
 in the day you choke my lung with different thoughts,
 I will never give in, I repeat.
 You use my heart as hut; you tell me give up my dream;
 you tell me I have nought to gain on this way
 I know you are the devil within mind, you are a stone
 and I am the hammer you will be shred
 You tell me to stop endure this difficulties,
 You tell me it is all a shame;
 You tell me it's a waste of precious time.
 I know you are an angry ocean therein,
 I'm the dryer you will dry.
 You are a sailor, vanish is your goal,
 I will never give up my boat.
 Hope in me is Mississippi, how do
 you expect YOU, elephant to drink her off.
 This can only happen if YOU,
 FIRE kills the ember of hope glowing
 Within me, but not, you are
 fertilizer for me, summer plant.

Unit 5. English Grammar & Exercises

UPPER-INTERMEDIATE/ADVANCED GRAMMAR PRACTICE: IF CLAUSES / IF CONDITIONALS

Conditionals review

Meaning and use

Conditional sentences express a connection between two actions or states. One thing happens because of another. These connections can be general, specific, likely, unlikely, real or imagined.

Although there are quite a few different ways of forming conditional sentences there are common patterns known as zero, first, second and third conditionals.

Zero conditionals

Used to refer to general truths, scientific facts and the predictable results of particular actions. One thing happens and because of this something else happens. In zero conditionals if and when have the same meaning.

If you heat water enough, it boils.

When he scores, he celebrates by making a heart shape with his hands.

When it's raining, he stays indoors.

First conditionals

FIRST CONDITIONALS

First Conditional sentences express a possible condition and its probable result in the future.

CONDITION	RESULT
If you don't revise,	you'll fail.
If you stay,	I'll leave.

Used when we want to talk about something that is likely to happen in the future after a specific set of circumstances, the condition. If is used when the condition is possible and when is used when the condition is certain to happen.

If I go to the shops, I'll get some bread. (I might not go to the shops)

When I go to the shops, I'll get some bread. (I'm definitely going to the shops)

If you've finished your homework by six, you can go out and play.

When you're having your party, please keep the noise down!

Second conditionals

Refer to an imagined present result of an unlikely or impossible present condition.

If I had the money, I'd travel around the world. (I don't have the money)

If I were you, I'd think about leaving him. (I'm not you)

Third conditionals

Refer to an imagined past result of something that didn't happen in the past.

If I had known you were coming, I wouldn't have prepared the cheese dish.

(I didn't know you were coming. I prepared a cheese dish.)

If I had known then what I know now, I wouldn't have wasted so much time at university.

(I didn't know then what I know now. I did waste a lot of time at university.)

Form

Conditional sentences usually have two parts. There is the **if clause** (sometimes called the **conditional clause**) and the **result clause** (sometimes called the **main clause**). The clauses can come in any order.

If the **if clause** is first, the two clauses are separated by a comma. There is no comma if the **result clause** is first.

Zero conditional

If clause:

if/when + present simple

Result clause:

present simple

When I turn it on, it makes a funny noise.

If you multiply ten by twelve, what do you get?

Milk goes bad if you leave it out too long.

First conditional

If clause:

if/when + present simple

Result clause:

will / 'll + infinitive without to / imperative

If it rains, you'll get wet.

If it rains, put your coat on.

If you're leading at half time, I'll let your dad know.

If you've won, give me a call as soon as possible.

Second conditional

If clause:

if + past simple (exception: verb **'to be'** takes **'were'** in 1st and 2nd person)

Result clause:

would / 'd + infinitive without to

If I knew what was wrong, I'd fix it myself.

I'd be out on my bike if it weren't raining so hard.

Third conditional

If clause:

if + past perfect

Main clause:

would / 'd + have / 've + past participle

If I'd known it'd break, I wouldn't have tried to pick it up.

If you hadn't insisted on changing your shirt we wouldn't've missed the bus.

Take note: modals

Most first, second and third conditional clauses commonly use **will** or **would** but it is possible to use other modal auxiliaries instead. For example:

First conditional

If you go to the shops, can you get some bread, please?
If you go to the shops, could you get some bread, please?
If I go to the beach at the weekend, I might try out my new wet suit.
If I get a phone call this afternoon, it may be good news.
When we go on holiday this year, we should book a nicer hotel.

Second conditional

*If I had enough money, I **could** travel around the world.*
*If I were elected, I **might** be able to do some good.*

Third conditional

If you'd told me earlier, I **could've** done something about it.
If we had caught the right bus, we **might've** been on time.

Take note: mixed conditionals

Mixed conditionals combine the structure of type 2 and type 3 conditionals when the time (past, present and future) referred to in the if and result clauses are not the same.

Mixed conditionals can refer to:

- something that didn't happen in the past and the result of that condition in the present

If you hadn't left the map at home, we wouldn't be lost.

(You left the map at home in the past. We are lost now.)

- something that won't happen in the future and the result of that condition on the past

If I weren't going on holiday next week, I could have accepted that offer of work.

(I am going on holiday in the future which is why I didn't accept the offer of work in the past.)

Grammar Exercises - Conditional sentences



Exercise 1. Match the numbers with the letters to form conditional sentences:

1. If I were a millionaire,	a. if I finish early.
2. She wouldn't have had an accident	b. I would buy a beautiful car.
3. I'll watch the film,	c. if she had driven carefully.

Exercise 2. Decide which of the sentences below is conditional type 1, 2 & 3:

1. If I were rich, I would travel around the world.
2. She wouldn't have missed the train if she had woken up earlier.

3. I'll call you if I come back early.

Exercise 3. Put the verbs in brackets in the correct tense (conditional 1):

1. If I (finish) early, I will call you.
2. I (catch) the 9:00 train if I hurry up .
3. She will know the answer, if she (try) to understand.

Exercise 4. Put the verbs in brackets in the correct tense (conditional 2):

1. If I (be) a star, I would help the needy.
2. He (buy) a house if he had a job.
3. She (be) happy, if she married him .

Exercise 5. Put the verbs in brackets in the correct tense (conditional 3):

1. If he (be) careful, he would not have had that terrible accident.
2. I (pass) the exam if I had worked hard.
3. Her father would not have died, if he (go) to the doctor.

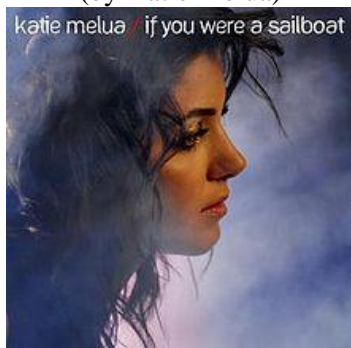
Exercise 6. Choose the correct answer:

1. If I (wake up) (wake up; will wake up; woke up; had woken up; would wake up; would have woken up) early, I'll go jogging.
2. He (visit) (will visit; visited; had visited; would visit; would have visited) his uncle, if he finishes early.
3. If she had taken care of her son, he (not/become) (does not become; did not become; will not become; had not become; would not become; would not have become) a criminal.
4. If I were a star, I (help) (will help; helped; had helped; would help; would have helped) the poor.
5. She would have been top of her class if she (work) (works; worked; had worked; will work; would work; would have worked) hard.

Exercise 7. Read the song (consulting a dictionary). Try to make a free translation of the lyrics of this song (in writing) or its rhymed version (if you can). Express the main idea in brief.

If You Were A Sailboat

(by Katie Melua)



If You Were a Sailboat is a song by British singer Katie Melua.

Facts about the song:

Song: If You Were A Sailboat

Album: We Can't Dance

Date of release: 24 September 2007

Genre: Acoustic/Blues

Length of the song: 4 minutes and 01 seconds.

Produced by: Mike Batt

Interesting information about the song

Melua said of the song:

What I liked about the song is the fact that a lot of love songs tend to deal with the fluffy nice side of love, but this one deals with how you get very selfish when you fall in love with someone, and you don't want to share them with the world, you just want them all about yourself. What's genius about Mike's lyrics is that instead of saying that directly he uses these crazy strange metaphors, "if you were a piece of wood I'd nail you to the floor" and quite bizarre stuff and I

like that. Musically it sounds like a really nice smooth love song, but the message is pretty intense and quite dark

Language points

The song includes many interesting language points:

Conditional sentences

"If you were a cowboy I would trail you.." = conditional sentence type two. Its form is as follows:

If + simple past + would +verb

Expressions that may be useful to students:

- If you were a cowboy I would trail you,
if you were a piece of wood I'd nail you to the floor,
if you were a sailboat I would sail you to the shore,
if you were a river I would swim you,
if you were a house I would live in you all my days,
if you were a preacher I'd begin to change my ways

Full lyrics of this song

If You Were A Sailboat

(by Katie Melua)

If you're a cowboy I would trail you,
If you're a piece of wood I'd nail you to the floor.
If you're a sailboat I would sail you to the shore.
If you're a river I would swim you,
If you're a house I would live in you all my days.
If you're a preacher I'd begin to change my ways.

Sometimes I believe in fate,
But the chances we create,
Always seem to ring more true.

You took a chance on loving me,
I took a chance on loving you.

If I was in jail I know you'd spring me
If I was a telephone you'd ring me all day long
If I was in pain I know you'd sing me soothing songs.

Sometimes I believe in fate,
But the chances we create,
Always seem to ring more true.
You took a chance on loving me,
I took a chance on loving you.

If I was hungry you would feed me
If I was in darkness you would lead me to the light
If I was a book I know you'd read me every night

If you're a cowboy I would trail you,
If you're a piece of wood I'd nail you to the floor.
If you're a sailboat I would sail you to the shore.
If you're a sailboat I would sail you to the shore

Chapter EIGHT

Conflicts Among Employer And Employee

Unit 1. Reading and Translation Practice

What Are The Common Reasons Of Conflicts Among Employer And Employee?



Conflict occurs in the workplace on a regular basis. Disagreements arise between colleagues. Rifts come between a manager and his employee. There are many reasons and situations, such as these are caused among groups within an organization. If the cause of conflict can be identified, a small business owner is better able to manage and resolve the situation in an expedient manner. There are 3 major reasons of conflicts in office/industry as described bellow:

A) Change Conflict:



It is not uncommon for conflict among groups within a company to arise as a result of a major change in the structure or operations of an organization. For example, a once small business may be acquired by a larger enterprise. The shift in management may require the reporting structure to be altered. Alternatively, if a downturn in revenue forces an owner to lay off personnel, roles and job responsibilities of certain employees may have to be redefined. In each of these instances, stress is brought upon the employee population. The stress caused by veering from the status quo will often lead to unrest and conflict within the company.

B) Interpersonal Conflict:



The average person spends more time at work than anywhere else. As a result, she undoubtedly develops a relationship with her colleagues. This intimacy, however, can lead to conflict. Miscommuni-

cation caused by language or personality barriers may lead to ill will among groups of employees. In addition, office politics, gossip and the persistence of other forms of non-work related interaction may lead to serious altercations. An accusation of harassment or discrimination has serious legal implications, and, moreover, exposes the business to financial risk. As such, it is important for a business owner to recognize interpersonal conflict as quickly as possible, so it may be resolved in an amicable fashion.

C) External Conflict:



Sources outside of an organization can be the cause of conflict between its employees. To successfully carry out the business of a firm, staff members must consistently work with external entities. Third-party vendors must be engaged to purchase needed goods or services. In addition, customers and client interaction is required to generate revenue. It is not uncommon for a breakdown in communication to occur as transactions are being made. If cooler heads do not prevail when these instances happen, a misunderstanding can escalate, becoming a major conflict. A business owner must expediently identify and rectify these ordeals, as the financial implications of a soured relationship with vendors and customers can be great.

Vocabulary list:

occur [ə'kɜ:] v - происходить, иметь место, случаться; встречаться; возникать, проявляться; наступать; бывать; протекать; залегать; попадаться

rift [rɪft] n - разлом, трещина, расселина, щель, рифт; разрыв; разлад; отчуждение; просвет; размолвка; раскол

cause [kɔ:z] v - вызывать, вызвать; заставлять, заставить; велеть; причинить, причинять; нанести, наносить; обуславливать, обусловливать, обусловить; порождать

expedient [ɪks'pi:djənt] adj – целесообразный; выгодный

acquire [ə'kwaɪə] v - приобретать, покупать; получать, обзаводиться; заполучить; овладевать; усвоить

enterprise ['entəpraɪz] n - предприятие, предпринимательство; предприимчивость; инициатива; смелость

shift [ʃɪft] n - сдвиг, смена, изменение, перемена, смещение; перенос, перемещение; уловка, хитрость

require [rɪ'kwaɪə] v - требовать, нуждаться, потребоваться, понадобиться, обязывать; приказывать; предполагать; запрашивать

downturn ['daʊntɜ:n] n - уменьшение, понижение; спад

revenue ['revɪnju:] n - доход, выручка

responsibility [rɪspɒnsə'bɪlɪtɪ] n - ответственность, обязанность, обязательство

redefine [rɪ'di'faɪn] v - переопределить, переопределять; пересмотреть, пересматривать, переосмыслить; изменить; заново определить

veer [viə] v – травить; менять направление; изменять; свернуть, повернуть; отклоняться, отклониться

barrier ['bæriə] n - барьер, препятствие, преграда, заслон; ограждение, заграждение; помеха; граница, рубеж

gossip ['gɒsɪp] n - сплетня, болтовня; слухи, сплетни; злословие;

persistence [pə'sɪstəns] n - настойчивость, упорство; стойкость, живучесть, выносливость; персистенция

altercation [ɔ:l'tæ'keɪʃn] n - ссора, перебранка, перепалка; препирательство, пререкание

accusation [ækju:'zeɪʃn] n – обвинение; упрек, обличение

harassment ['hærəsmənt] n - притеснение, домогательство, приставание; оскорбление, издевательство; агрессия; преследование, запугивание, травля
 implication [ɪmplɪ'keɪʃn] n - значение, смысл; вывод; следствие, последствие; подтекст; причастность, вовлечение; прикосновенность; импликация; проявление
 recognize ['rekəɡnaɪz] v - признавать, признать; распознавать, опознавать; узнавать, осознавать, узнать, осознать, понимать, понять, знать, сознать, познать; ценить; приветствовать; признаться, признаваться
 amicable ['æmɪkəbl] adj - дружественный, дружеский, дружелюбный, дружный; мирный; любовный
 fashion [fæʃn] n - мода, одежда; стиль, фасон; манера; форма, вид; способ, образ
 carry out ['kæri aʊt] v - проводить, провести, вести; осуществлять, выполнять, выполнить, осуществить, исполнять, уносить, совершать, вынести, выносить; производить
 entity ['entɪti] n - сущность, данность; организация, предприятие, учреждение; объект, субъект; существо, бытие; образование; структура; подразделение, единица
 vendor ['vendɔ:] n - продавец, поставщик, производитель, вендор; торговец; разработчик
 transaction [træn'zækʃn] n - сделка, транзакция; соглашение; дело; операция; ведение
 prevail [prɪ'veɪl] v - преобладать, превалировать, доминировать, господствовать, довлеть, главенствовать; убедить, уговорить; иметь преимущественную силу; существовать, бытовать; одержать победу, победить
 rectify ['rektɪfaɪ] v - исправлять, устранить, выправить, выпрямлять; ректифицировать; очищать
 ordeal [ɔ:'di:l] n - тяжелое испытание, суровое испытание; испытание; мучение

Exercise 1. Give the Russian for:

to manage and resolve the situation in an expedient manner, to require the reporting structure to be altered, to lay off personnel, roles and job responsibilities of certain employees may have to be rede-

fined, veering from the status quo, lead to ill will among groups of employees, lead to serious altercations, to expose the business to financial risk, an accusation of harassment or discrimination, to recognize interpersonal conflict as quickly as possible, sources outside of an organization, to work with external entities, to purchase needed goods or services, to generate revenue, a breakdown in communication.

Exercise 2. Find in the text the English for:

на регулярной основе, возникать на рабочем месте, возникать между коллегами, разногласия между руководителем и его работником, в организации, причина конфликта, владелец малого бизнеса, 3 основные причины конфликтов в офисе/промышленности, это не редкость для конфликта, возникать в результате серьезных изменений в структуре или деятельности организации, некий малый бизнес, кроме того, спад дохода, приводить к беспорядкам и конфликтам в компании, обыватель, недопонимание вызвано языковыми или личностными барьерами, серьезные правовые последствия, он может быть решен мирным путем, для успешного выполнения бизнеса фирмы, сторонние производители, холодные головы, владелец бизнеса.

Exercise 3. Match the words in the left column with their meanings in the right one:

- | | |
|-------------------|--|
| 1. gossip | a) when someone behaves in an unpleasant or threatening way towards you |
| 2. responsibility | b) information that is passed from one person to another about other people's behavior and private lives, often including unkind or untrue remarks |
| 3. harassment | c) to need something |
| 4. transaction | d) a duty to be in charge of |
| 5. ordeal | |
| 6. to rectify | |
| 7. to prevail | |
| 8. to recognize | |
| 9. to veer | |
| 10. to require | |

someone or something, so that you make decisions and can be blamed if something bad happens

e) if a belief, custom, situation etc. prevails, it exists among a group of people at a certain time

f) a business deal or action, such as buying or selling something

g) to change direction

h) a terrible or painful experience that continues for a period of time

i) to know who someone is or what something is, because you have seen, heard, experienced, or learned about them in the past

j) to correct something that is wrong

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

1. to recognize

a) to know who someone is or what something is, because you have seen, heard, experienced, or learned about them in the past

b) to officially accept that an organization, government, document etc. has legal or official authority

c) to accept or admit that something is true

- | | |
|---------------|---|
| 2. to acquire | a) to obtain something by buying it or being given it
b) to get or gain something
c) to gain knowledge or learn a skill |
| 3. to require | a) to need something
b) if you are required to do or have something, a law or rule says you must do it or have it |
| 4. to prevail | a) if a belief, custom, situation etc. prevails, it exists among a group of people at a certain time
b) if a person, idea or principle prevails in a fight, argument etc. they are successful in the end |
| 5. to veer | a) to change direction
b) if opinions, ideas, attitudes etc. veer in a particular direction, they gradually change and become quite different |

Exercise 5. Insert the prepositions instead of the points (where it is necessary):

1. Conflict occurs ... the workplace ... a regular basis.
2. The stress caused ... veering ... the status quo will often lead to unrest and conflict ... the company.
3. Miscommunication caused ... language or personality barriers may lead to ill will ... groups of employees.
4. An accusation ... harassment or discrimination has serious legal implications
5. Sources ... of an organization can be the cause ... conflict ... its employees.

6. ... successfully carry ... the business of a firm, staff members must consistently work ... external entities.
7. Third-party vendors must be engaged ... purchase needed goods or services.
8. If cooler heads do not prevail ... when these instances happen, a misunderstanding can escalate, becoming a major conflict.
9. A business owner must expediently identify and rectify ... these ordeals, as the financial implications ... a soured relationship ... vendors and customers can be great.

Exercise 6. Express agreement or disagreement with the statements:



1. Conflict occurs in the workplace on a regular basis.
2. Disagreements don't arise between colleagues.
3. If the cause of conflict can be identified, a small business owner is better able to manage and resolve the situation in an expedient manner.



4. It is not common for conflict among groups within a company to arise as a result of a major change in the structure or operations of an organization.

5. The stress caused by veering from the status quo will often lead to unrest and conflict within the company.
6. The average person doesn't spend more time at work than anywhere else.
7. Miscommunication caused by language or personality barriers may lead to ill will among groups of employees.
8. Office politics, gossip and the persistence of other forms of non-work related interaction may not lead to serious altercations.
9. An accusation of harassment or discrimination exposes the business to financial risk.
10. It is not important for a business owner to recognize interpersonal conflict as quickly as possible.
11. Sources outside of an organization can be the cause of conflict between its employees.
12. To successfully carry out the business of a firm, staff members must consistently work with external entities.

Exercise 7. Answer the following questions:



1. Does conflict occur in the workplace on a regular basis?
2. Do disagreements arise between colleagues?
3. What comes between a manager and his employee?
4. In what case is a small business owner better able to manage and resolve the situation in an expedient manner?
5. How many major reasons of conflicts are there in office/industry?
6. Is it uncommon or not uncommon for conflict among groups within a company to arise as a result of a major change in the structure or operations of an organization?

7. What forces an owner to lay off personnel, roles and job responsibilities of certain employees to be redefined?
8. May the shift in management require the reporting structure to be altered?
9. What will often lead to unrest and conflict within the company?
10. Does the average person spend more time at work or anywhere else?
11. What may lead to ill will and serious altercations among groups of employees?
12. What accusation exposes the business to financial risk?
13. Why is it important for a business owner to recognize interpersonal conflict as quickly as possible?
14. Can sources outside of an organization be the cause of conflict between its employees?
15. What must staff members consistently work with external entities for?
16. What interaction is required to generate revenue?
17. When can a misunderstanding escalate, becoming a major conflict?

Unit 2. Reading Comprehension and Rendering Practice

Exercise 1. Write your own option of a summary of the text given below.

How to Deal With Conflict at Work

By Remy Lo

Finding yourself involved in a workplace conflict can cause anxiety and even affect your job performance. Leaving problems unsolved can ultimately cause tension throughout the entire office as coworkers choose sides, and perpetuate negative issues. Conflicts can arise from a variety of sources ranging from minor annoyances to major workplace deficiencies. Although conflict can be difficult to address, learning how to approach situations can reduce your apprehension.

Instructions

1. Review formal policies regarding conflict resolution. This is especially important as acceptable office procedures can vary depending on factors such workplace position. For example, while it's usually recommended to confront a coworker directly, you may be advised to bring in your immediate supervisor when the conflict is with a subordinate or superior employee.
2. Assess your workplace behaviors and actions in an objective manner. Is your negative or lethargic attitude causing some of the conflict? Maybe arriving to work on time or not taking so many phone calls during work can ease some conflict. Find ways to acknowledge and correct adverse behaviors within your control. If possible, step away from the situation to gain clarity during a vacation.
3. Refrain from gossiping about your problems with coworkers. Avoid being labeled as immature and unprofessional. Although some coworkers readily listen and encourage gossip, no one likes being the subject of these discussions. If you must talk about workplace conflict with a coworker, make sure the conversation will be held in strict confidence.
4. Arrange a meeting in a private location to discuss the reason for the conflict. Approach the other party with professionalism to avoid sparking more negativity. Avoid using aggressive language or posturing during the meeting including yelling and folding your arms. Suggest ways to compromise for an ideal resolution. Admit to and apologize for your wrongdoings without being prompted. Refrain from interrupting or rushing your coworker.
5. Speak with a member of the human resources department for advice. Ask about alternate working arrangements, including being assigned to another supervisor or cubicle area. Explain your position with detail, and request mediation if necessary. Keep records of your interactions with departmental personnel for future reference.

Unit 3. Discussion & Writing Practice

Exercise 1. Test your knowledge of proverbs with the following quiz. What you need to do is to complete the proverb using a suggested answer.

1. A leopard can't change its _____

- a) Tail
- b) Stripes
- c) Spots
- d) Nature

2. Every cloud has a silver _____

- a) Color
- b) Hue
- c) Lining
- d) Finish

3. One man's _____ is another's poison.

- a) Food
- b) Medicine
- c) Meat
- d) Drink

4. Familiarity _____ contempt.

- a) Makes
- b) Breeds
- c) Generates
- d) Produces

5. Think before you _____

- a) Leap

- b) Jump
- c) Run
- d) Act

6. Don't look a gift horse in the _____

- a) Face
- b) Head
- c) Tummy
- d) Mouth

7. People in glass houses should not _____ stones.

- a) Toss
- b) Throw
- c) Hurl
- d) Collect

8. You can't have your _____ and eat it too.

- a) Pudding
- b) Cake
- c) Meat
- d) Ice cream

9. When in Rome _____ as Romans do.

- a) Act
- b) Behave
- c) Do
- d) Think

10. Paddle your own _____

- a) Boat
- b) Yacht
- c) canoe
- d) rift

11. As you sow, so shall you _____

- a) Reap
- b) Harvest
- c) Gain
- d) Achieve

12. _____ of all trades master of none.

- a) Tom
- b) Harry
- c) Jack
- d) Peter

13. A bad worker always blames his _____

- a) Fate
- b) Tools
- c) Equipment
- d) Misfortune

14. Don't cry over split _____

- a) Milk
- b) Butter
- c) Porridge
- d) Soup

15. A burnt child _____ fire.

- a) Fears
- b) Hates
- c) Dreads
- d) Stops

Exercise 2. Make up a story based on one of the proverbs listed in exercise 1.

Exercise 3. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience.



1. ~ Gandhi

2.



3.

4.



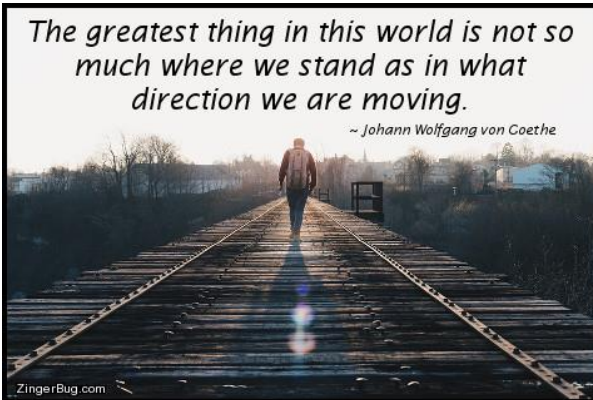
Sakei Handerson

5. An enemy is a person whose story we have not heard.

"An enemy is a person whose
story we have not heard" -
Gene Knudsen Hoffman

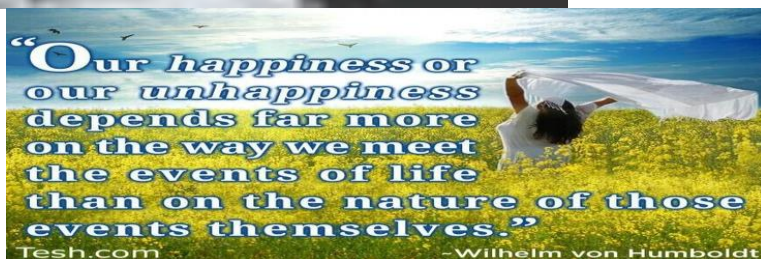
#SayQuotable

~ Gene Knudsen Hoffman

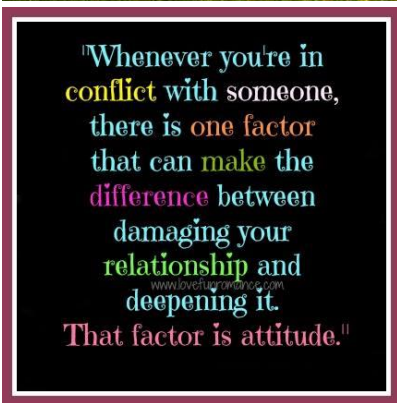


6. ZingerBug.com

7.



8.



9.

Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version

(if you can). Express the main idea in brief. Learn the poem by heart.

WE THE PEOPLE

(by Pete Yuhas)



Divide us? You try
The forces that be
Creating turmoil and strife

Not even attempting
At making amends
For disruption of every one's life

Divide us? You try
The forces that be
Creating more suffering and pain

Turning a blind eye
Feign the unknowing
Your efforts are all done in vain

Divide us? You try
The forces that be
There is no mistaking your aim

The masses are waking
They're going to resist
When they win it won't be the same.....

Unit 5. English Grammar & Exercises

UPPER-INTERMEDIATE/ADVANCED GRAMMAR PRACTICE: GERUNDS AND INFINITIVES



The gerund (verb in the present form + 'ing') is used:

1. After prepositions and adverbs.

I'm good at running.

He apologised for waking me up early.

After having lunch, we tidied up.

2. After certain verbs.

She denied stealing the money.

I enjoy visiting my relatives.

3. As subject or object of a sentence.

Living in a big city is exciting.

I find working in the city centre a pain in the neck.

4. After some expressions and verbs which are followed by the preposition 'to'.

I'm looking forward to meeting you.

We can't get used to driving on the left.

The infinitive ('to' + the present form of the verb) is used:

1. After certain verbs.

I didn't mean to do that.

2. After some verbs followed by an object (sb/sth).

I can't afford to go abroad this year.

I want (you) to go home.

3. After certain adjectives.

It's difficult to explain.

4. After certain nouns.

There's no need to ask for permission.

It's time to go.

5. To express purpose.

I came here to learn English.

6. After question words (how, where etc.) and compounds of 'some' and 'any' (somebody etc.)

I don't know what to do.

I'd like something to read.

7. With 'too' and 'enough'

I was too tired to eat.

It's cold enough to snow.

8. Stative verbs are more common in the infinitive.

I began to like Susan. (not 'I began liking.')

Forms of the infinitive:

Present simple: I want to have an ice-cream.

Present continuous: It's nice to be lying next to a swimming pool.

Perfect: I'd like to have seen his face when you told him.

Passive: I'd like to be promoted.

Modal verbs:

You should be working.

She must have gone home early.

This exercise must be done by tomorrow.

Infinitive without 'to' (present form of the verb) is used:

1. After modal and auxiliary verbs.

You mustn't do that again!

It should be done immediately.

2. After 'make' and 'let' in the active voice (in the passive, the full infinitive is used).

She made me do it again. / I was made to do it again.

He let me go home early (this is not possible in the passive)

Gerunds and infinitives - Special Cases

* Like, love, hate, prefer (+)

Sometimes both gerund and infinitive can be used:

I like to get up early / getting up early.

When these verbs refer to something in general, the gerund must be used.

I like going to the beach.

If they refer to one specific situation, the infinitive is more common:

I like to cook a roast on Sunday afternoons.

When 'like' means 'it's a good idea', use the infinitive:

I like to go to the dentist regularly.

After 'would' only the infinitive is possible:

I'd love to see that film again.

**** Begin, continue and start**

These verbs can be followed by both gerund and infinitive except in the present continuous form, where the infinitive must be used

It started raining. / It started to rain.
Look! It's starting to rain!

***** Stop**

Stop + Gerund = Finish one action

She's angry with me and has stopped talking to me.

Stop + Infinitive = Stop one action and start another

I saw Jane and she stopped to talk to me. (she stopped walking and we started chatting)

****** Try**

Try + Gerund = What you do to get what you want.

I wanted to improve my English so I tried having private classes.

Try + Infinitive = Your objective, what you want to do.

I tried to learn English but I didn't have enough time to study properly.

In the continuous tenses, the infinitive is used

He's been trying to learn the piano.

***5 Help (sb) and ask (sb)**

Help + sb. can be followed by infinitive or infinitive without 'to'

He helped me tidy up the room. / He helped me to tidy up the room.

If there is no direct object (sb) then infinitive without 'to' is more natural.

He helped tidy up the room.

'Can't/couldn't help' means 'can't stop oneself' and is followed by the gerund.

I can't help buying chocolate when I'm at the supermarket.

***6 Remember & forget**

Remember / forget + Gerund = Sth which happened before or in the past.

I remember having to wake up very early when I was at school
I'll never forget arriving at work for the first time.

Remember / forget + Infinitive = Sth which happened after or will happen in the future.

Please remember to buy some more sugar when you go to the supermarket
Don't forget to pay the electricity bill tomorrow.

***7 Need**

If a person is the subject of the sentence, the infinitive is used:

John needs to take his cat to the vet's.

If a thing is the subject of the sentence, the gerund is more common.

The grass needs cutting.

A final note on gerunds and infinitives

Verbs of perception (see, hear, observe, notice, spot) can be used with both gerund and infinitive without 'to'.

I could hear her crying all night long.
I didn't hear you come in last night.

However, using the gerund suggests that the activity has duration and was in progress when it was perceived.

We heard him playing the piano.
I can smell something burning.

Infinitive without 'to' suggests that the whole, completed action is perceived.

I saw the girl fall off her horse.
I saw her walk across the room and take a gun out of the desk drawer.

Here is a list of the verbs and expressions and the form which any verb which follows them should take:

Gerund = doing

Infinitive = to do
itive without 'to' = do

Infinitive without 'to'

GERUND	INFINITIVE		INFINITIVE WITHOUT 'TO'
Preps. and adverbs	Verbs	Adjectives	Auxiliary verbs
after	agree	be delighted	sth./sb. doesn't
before	afford	be difficult (for sb.)	Does sth./sb.?
	arrange	be easy	Doesn't sth./sb.?
Verbs	attempt	be good	sth./sb. didn't
admit	choose	be hard	Did sth./sb.?
avoid	dare	be kind of sb.	Didn't sth./sb.?
begin*	decide	be important	will sth./sb.
consider	forget*6	be impossible	won't sth./sb.
continue*	hope	be interesting	would sth./sb.
deny	learn	be lovely	wouldn't sth./sb.

hate*	long	be lucky	
enjoy	manage	be mean of sb.	Modal verbs
finish	offer	be nice (of sb.)	can
like*	promise	be pleased	can't
love*	refuse	be safe	could
mean	remember *5	be sorry	couldn't
prefer*	seem	be surprised	may
remember *6	stop***	be unusual	may not
suggest	try****		might
start**		be too+adj.+inf.	might not
stop***	Verb (+ ob- ject)	be+adj+enough+inf.	must
try****	ask (sb.)*5		mustn't
	beg (sb.)	Nouns	should
Expressions	expect (sb.)	(the) decision	shouldn't
can't help *5	help sb.*5	(a good) idea	
can't stand	need (sb) *7	(no) need	Verbs
don't/doesn't mind	want (sb)	(the) opportunity	help sb.*5
feel like	would like/love (sb)	(it's) time	let sb.
would sb mind	would hate/prefer(sb)		would rather
		Question words	
Verb + 'to'	Verb + object	how	
be/get used to	advise sb.	what	
look forward to	allow sb.	when	

	encourage sb.	where	
Subject or object	invite sb.	who	
Swimming is healthy	order sb.		
I like swimming	persuade sb.	Compounds	
	remind sb.	anybody	
	teach sb.	everywhere	
	tell sb.	nothing	
	force sb.	something	
	warn sb		

Gerund and Infinitive Exercises

On this page you can try some gerund and infinitive exercises to test your knowledge.

In the first exercise there is a story about Ali, who is taking the IELTS test in order to go and study abroad.

You need to fill in the blanks.

Write in either the infinitive or gerund form, or if you think it could be either, write in both.

You can then check your answers at the end of each paragraph.

The second of the gerund and infinitive exercises is a multiple choice and you need to choose the correct answer.

For the gerund and infinitive exercises below you have to decide if you need the gerund:

verb + ing e.g. swimming

or the infinitive: to + verb e.g. to swim

For some, either the gerund or infinitive is possible.

Gerund and Infinitive Exercises - Quiz 1

Ali's Story

Booking The School



Ali decided that he wanted (study) abroad. (achieve) his goal, he had many things that he had (do). Firstly he needed (improve) his English so he could take the IELTS test. Unfortunately Ali disliked (learn) English so this would not be much fun. His friend recommended (attend) a school close to his house. Ali went to look and from what he could see it seemed (be) a good school. He didn't delay (register) for a course. He managed (get) a good price for the course because they had a special offer on. This was good because he could not afford (pay) too much.

Studying



He had never read much in his life and knew he was weak in this area, so he practiced (read) as much as he could. He hated (write) in English too as his grammar was quite weak so he also planned (practice) writing as many essays as possible. His teachers agreed (check) these for him. As it turned out, Ali actually really enjoyed (study) English. The other students on the course didn't hesitate (help) Ali and the teachers always offered (assist) him if he was stuck. He kept up his studying for a number of months because he wouldn't risk (sit) the exam until he was ready.

Taking the Test



Then came the time for Ali (take) the test. He couldn't stop (worry) before the test. His teacher had recommended (do) the Task 2 first in

the writing so he followed those instructions. He finished (write) his Task 2 after exactly 40 minutes and then went on to the Task 1. The speaking test seemed (go) quite well even though he was nervous. He can recall (ask) the examiner at the end how well he had done but she refused (tell) him. Then came the time for his result. He had expected (get) a band 5.5 but he was surprised (find) out that he had been given a band 6.

The Result



So Ali could now go and study abroad. Although he was happy it did mean (leave) his wife and children for a year. He considered (take) them with him but it would be too expensive. He knew he would miss (see) them every day but his parents offered (take) care of them and promised (make) sure they were safe. Ali did love (travel) though so he knew he would enjoy the trip. He began (prepare) his trip immediately.

Gerund and Infinitive Exercises - Quiz 2

1. He resented his father (leaving; to leave; leaving /to leave) him no money in the will.
2. She intended (finishing; to finish; finishing/to finish) the work by 7pm.

3. She continued (taking; to take; taking/to take) the medicine for two weeks.
4. The committee forgot (taking; to take; taking/to take) minutes of the meeting.
5. He quit (trying; to try; trying/to try) to persuade his friends to go with him.
6. The government discussed (reducing; to reduce; reducing/to reduce) the level of taxes.
7. He started (starting; to start; starting/to start) an addiction to the drugs.
8. He claims (being; to be; being/to be) the best builder in the town.
9. Developed countries tend (having; to have; having/to have) the highest levels of obesity.
10. I appreciated her (taking; to take; taking/to take) the time out to talk to me.

Chapter NINE

Conflict in the Workplace

Unit 1. Reading and Translation Practice

How to Avoid Conflict in the Workplace

By Perry Goldlust

eHow Contributor



In almost every area of our lives, conflict seems to arise occasionally. However, when it pops up in the workplace, it becomes an important goal for everyone involved to properly manage and resolve it. People with various egos, values, opinions and goals are often brought together by businesses. Because of this, conflict can arise especially if expectations not clearly set or if the workplace undergoes a significant change.

When managing conflict, the proverb "prevention is better than cure" always ring true. An employer that prevents conflict from happening altogether is better than one that manages it properly. Here are a few tips on preventing simple conflict in the workplace.

1. Focus on Communication



Healthy and relevant communication is one of the foundations of conflict prevention and resolution. Make sure that each employee has the opportunity to speak his or her mind by instituting a formal communication system and encouraging them to use it appropriately. This strategy not only gives you an opportunity to anticipate future problems, it also helps employees keep their frustrations at bay by venting them out through the proper channels.

2. Recognize Employees



In addition to boosting over-all morale, employee reward programs and special events also provide an opportunity for team-

building. When your business is filled with happy and motivated employees, you will realize that the modest financial investment it takes to implement these programs indeed pay off in the long run. Recognize your employees and show them you care about their happiness in unexpected ways like giving out impromptu rewards. Just as an unexpected gift from a spouse or friend would brighten your day, you can do the same for your employees.

3. Stay in Touch



It is important for managers to be aware of what is happening "on the floor." Problems go unnoticed and often get out of control when you hide behind your office. To avoid being caught by your employees' discontent and workday issues, you should strike up casual conversations with them on a regular basis.

4. Resolving Conflict



Handle conflict as quickly and efficiently as possible, if and when it arises. When scheduling a meeting to deal the conflict, be sure to include HR representatives and anyone else involved with it. Use the meeting to define the problem and allow both sides to share his or her views on that problem. In the meeting, place emphasis on the resulting feelings because of the conflict and on suggestions to resolve the issue. As their employer, help your employees come to an agreement on their terms but they can't, create resolution that is best for the business and everyone involved. To ensure the resolution's effectiveness, check in with each employee in a few days or weeks.

Learn how mediation can help you resolve any commercial and business disputes through interest-based bargaining. Mr. Goldlust is offering his confidential services to parties jointly requesting a neutral facilitator in matters relating to employment, union management relations and general commercial disputes. Call 302-483-2000 or visit <http://www.perrygoldlust.com>.

Perry Goldlust's Articles RSS Feed

This article was published on 15 Jul 2014 and has been viewed 242 times.

Vocabulary list:

workplace n ['wɜ:kplɛs] - рабочее место, работа

avoid v [ə'vɔɪd] - избегать, предотвратить, не допускать, исключить; уклоняться; сторониться, остерегаться; обойти; отменять
pop up v [pɒp ʌp] - всплывать, неожиданно возникнуть; выскочить; появляться; хлопнуть вверх

expectation n [ekspek'teɪʃn] - ожидание, предвкушение; надежда; предположение; ожидаемый результат; ожиданность; чаяние; вероятность

undergo v [ʌndə'gəʊ] - подвергаться, претерпевать, перенести, подлежать, подвергнуть; испытывать, переносить; проходить; пережить

significant adj [sɪɡ'nɪfɪkənt] - значительный, существенный, серьезный, весомый, немалый; значимый, важный, знаменательный, знаковый; показательный; многозначительный, выразительный; большой, крупный; заметный, ощутимый

proverb n ['prɒvəb] - пословица, притча, поговорка, изречение

prevention n [prɪ'venʃn] - профилактика, предотвращение, предупреждение, предохранение, недопущение; превенция

cure n [kjʊə] - лечение, излечение, курс лечения, исцеление; лекарство, средство, панацея; выздоровление

opportunity n [ɒpə'tju:nɪti] – перспектива; возможность, шанс; удобный случай

institute v ['ɪnstɪtju:t] - устанавливать, вводить; назначать; начинать

encourage v [ɪn'klɪdʒ] - поощрять, стимулировать, способствовать; ободрять, обнадеживать; поддерживать, подстрекать; поощрять; призывать, побудить, подтолкнуть; вдохновлять, воодушевлять

frustration n [frʌs'treɪʃn] – расстройство; фрустрация, разочарование, огорчение, разочарованность; срыв; чувство разочарования; недовольство, неудовлетворенность, раздражение, досада, неудовлетворение; отчаяние, безысходность; крушение надежд; растерянность

bay n [beɪ] – бухта; отсек; губа; ниша

vent v [vent] - изливать, выплеснуть; выражать, высказывать; выпускать; провентилировать, вентилировать; вымещать, испускать

boost v [bu:st] - повышать, увеличить, форсировать, усилить, улучшить, активизировать, укрепить, наращивать; поддерживать; поднимать; способствовать; рекламировать

reward n [ri'wɔ:d] - награда, вознаграждение, премия, воздаяние; поощрение

recognize v ['rekəɡnaɪz] – признавать; распознавать, опознавать; узнавать, осознавать, понимать, знать, сознать, познать; при-
ветствовать; признаться

implement v ['implimənt] - осуществлять, выполнять; снабжать; реализовать, воплотить; внедрить, внедряться; применять; имплементировать

impromptu adj [ɪm'prɒmptju:] – импровизированный

spouse n [spauz] - супруг, муж; супруга, жена

be aware of - быть в курсе; знать; осознавать; отдавать себе полный отчет в

discontent n ['diskən'tent] - недовольство, неудовольствие, не-
удовлетворенность; досада

issue n ['ɪʃu:] - вопрос, тема; проблема, задача, аспект, проблема-
тика; выпуск, издание; номер; выдача; разногласие; предмет
спора

handle v [hændl] - обрабатывать, обрабатываться, трактовать; обращаться; управлять, управляться, распоряжаться, манипули-
ровать, обходиться; регулировать, контролировать; справляться;
заниматься; решать

representative n [reprɪ'zentətɪv] - представитель, представитель-
ство; уполномоченный; делегат

mediation n [mi:'di'eɪʃn] - посредничество, медиация, посредниче-
ские услуги; посредник

bargaining n ['bɑ:gɪnɪŋ] - переговоры, ведение переговоров; торг,
сделка

facilitator n [fə'sɪlɪteɪtər] посредник; координатор, фасилитатор, куратор; ведущий; организатор; помощник; содействующая сторона; пособие

Exercise 1. Give the Russian for:

to arise occasionally, to be often brought together by businesses, "prevention is better than cure", focus on communication, the opportunity to speak his or her mind, to anticipate future problems, to keep their frustrations at bay, to recognize employees, in addition to boosting over-all morale, to provide an opportunity for team-building, to pay off in the long run, giving out impromptu rewards, problems go unnoticed and often get out of control, to stay in touch, to hide behind your office, to strike up casual conversations, to handle conflict as quickly and efficiently as possible, to be sure to include HR representatives, to share his or her views on that problem, to place emphasis on the resulting feelings, to come to an agreement on their terms, to resolve any commercial and business disputes through interest-based bargaining.

Exercise 2. Find in the text the English for:

чтобы избежать конфликтов на рабочем месте, когда он всплывает на рабочем месте, люди с разными эго, ценностями, взглядами и целями, если ожидания не четко определены или, если рабочее место претерпевает значительные изменения, при управлении конфликтом, работодатель, который предотвращает конфликт, несколько советов по предотвращению простого конфликта на рабочем месте, здоровое и соответствующее общение, одна из основ профилактики и разрешения конфликтов, убедитесь, что, путем установления формальной системы связи, поощряя их, чтобы использовать ее соответствующим образом, путем выпуска их через надлежащие каналы, скромные финан-

совые инвестиции, чтобы быть в курсе того, что происходит "на месте", при планировании собрания для решения конфликта, с просьбой о нейтральном посреднике в вопросах, касающихся трудоустройства.

Exercise 3. Match the words in the left column with their meanings in the right one:

- | | |
|------------------|--|
| 1. workplace | a) to deal with or control a situation, a person, an area of work or a strong emotion |
| 2. conflict | b) a situation in which people, groups or countries are involved in a serious disagreement or argument |
| 3. employer | c) a small piece of advice about sth practical |
| 4. employee | d) the office, factory, etc. where people work |
| 5. tip | e) to prevent sth bad from happening |
| 6. to avoid | f) a person or company that pays people to work for them |
| 7. to arise | g) to expect sth |
| 8. to institute | h) a person who is paid to work for sb |
| 9. to anticipate | i) to happen; to start to exist |
| 10. to handle | j) to introduce a system, policy, etc. or start a process |

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

1. to avoid
 - a) to prevent sth bad from happening
 - b) to keep away from sb/sth; to try not to do sth
 - c) to prevent yourself from hitting sth

2. to arise
 - a) (especially of a problem or a difficult situation) to happen; to start to exist
 - b) (out of/from sth) to happen as a result of a particular situation
 - c) to get out of bed; stand up

3. to anticipate
 - a) to expect sth
 - b) to see what might happen in the future and take action to prepare for it
 - c) to think with pleasure and excitement about sth that is going to happen

4. to handle
 - a) to deal with or control a situation, a person, an area of work or a strong emotion
 - b) to touch, hold or move sth with your hands
 - c) to control a vehicle, an animal, a tool, etc.

5. to pop
 - a) to make a short explosive sound; to cause sth to make this sound

- b) to burst, or to make sth burst, with a short explosive sound
- c) to suddenly appear especially when not expected

Exercise 5. Insert the prepositions instead of the points (where it is necessary):



1. An employer that prevents conflict ... happening altogether is better than one that manages it properly.
2. Healthy and relevant communication is one ... the foundations ... conflict prevention and resolution.
3. It is important ... managers to be aware ... what is happening "on the floor."
4. Problems go unnoticed and often get ... of control when you hide ... your office.
5. When scheduling a meeting to deal ... the conflict, be sure to include HR representatives and anyone else involved ... it.
6. As their employer, help ... your employees come ... an agreement on their terms.
7. To ensure the resolution's effectiveness, check ... with each employee ... a few days or weeks.
8. Learn how mediation can help ... you resolve any commercial and business disputes ... interest-based bargaining.

Exercise 6. Express agreement or disagreement with the statements:



1. In almost every area of our lives, conflict seems to arise occasionally.
2. However, when conflict pops up in the workplace, it does not become an important goal for everyone involved to properly manage and resolve it.
3. Conflict can arise especially if expectations not clearly set or if the workplace undergoes a significant change.



4. When managing conflict, the proverb "prevention is better than cure" always ring true.
5. Employee reward programs and special events do not provide an opportunity for team-building.
6. It is not important for managers to be aware of what is happening "on the floor."
7. Handle conflict as quickly and efficiently as possible, if and when it arises.

8. As their employer, help your employees come to an agreement on their terms but they can't, create resolution that is best for the business and everyone involved.

Exercise 7. Answer the following questions:



1. Does conflict seem to arise occasionally in almost every area of our lives?
2. Does conflict become an important goal for everyone involved to properly manage and resolve it?
3. When can conflict arise in the workplace?
4. What proverb always rings true when managing conflict?
5. What employer is better in the workplace?
6. What are tips on preventing simple conflict in the workplace?
7. What is one of the foundations of conflict prevention and resolution?
8. What strategy gives you an opportunity to anticipate future problems?
9. Does it also help employees keep their frustrations at bay?
10. What provides an opportunity for team-building?
11. Is it important for managers to be aware of what is happening "on the floor"?
12. Why should managers strike up casual conversations with employees on a regular basis?

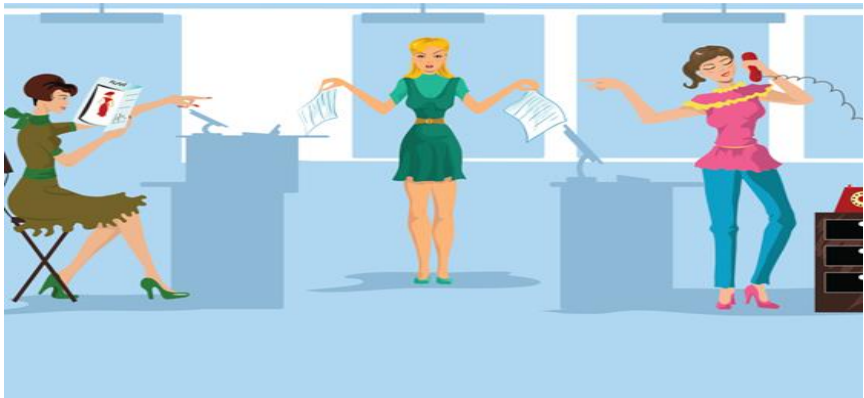
13. Who should managers invite when scheduling a meeting to deal the conflict?
14. What should managers place emphasis in the meeting on?

Unit 2. Reading Comprehension and Rendering Practice

Exercise 1. Write your own option of a summary of the text given below.

How to Deal with Difficult Coworkers

By eHow Contributor



As nice as you may be, you can't be sure that your coworkers will be as pleasant. At least one time in our lives, we've all had a coworker who just grates on everyone's nerves or simply has to be the troublemaker or gossip. I've had to deal with many and so here are methods I learned to deal with my less than desirable coworkers.

Instructions

1. Try to understand what is causing your coworker to be difficult or combative. Sometimes stress at home or at work can negatively im-

pact how an individual will perform at work. This can then translate to an angry associate taking out their frustrations on their fellow employees. If you understand where your coworker's anger is coming from, you will be able to better deal with the situation.

2. Evaluate your response to them. Many times, when we are upset at a situation, we tend to direct our anger at an individual rather than the situation. Take a step back and see if the way you are behaving may be influencing how your coworker responds to you. Before going to a difficult coworker to discuss a point of contention, rehearse what you will say in front of a mirror. This way you can see if your approach is genuinely for the resolution of a problem or if it seems that you merely want to provoke a disagreement.

3. Always follow the rules of common courtesy and treat your coworker how you would want to be treated. This way, others may observe that you did nothing to provoke any sort of anger from a difficult coworker but rather simply minded your own business. You want to be able to say that you did not provoke any sort of ill-feeling or stoop to underhandedness even if your coworker does.

4. Document everything. Whenever you are dealing with a difficult individual there is always the chance that they will try to make you look as bad as possible for their benefit. If you have proof of your behavior and your doings, then this will greatly help your case.

5. When dealing with a troublesome coworker, keep all records of correspondence. Save all emails back and forth between you and this individual. If your difficult coworker brings up a particular incident or references an email, you can show your side of the story too and provide a correct copy of the email.

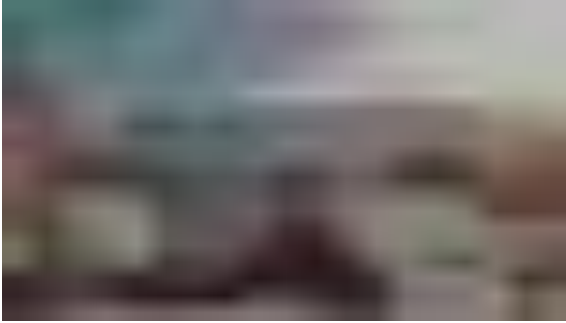
6. Consult with HR. While you may try to deal with a difficult coworker, sometimes matters are simply out of your hands and need to be referred to HR to handle. This is where your saved documents on your dealings with the coworker will come in handy. Supply all evidence truthfully to HR so that they can deal with the individual in the proper way.

Unit 3. Discussion & Writing Practice

Exercise 1. Read proverbs about conflicts. Translate them into Russian and make up a story with one of the proverbs in English.

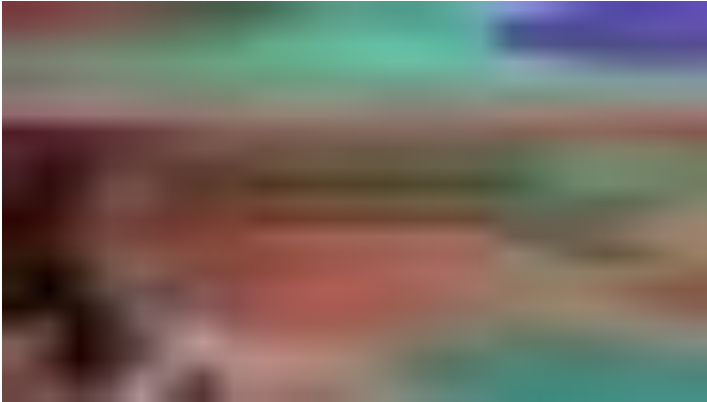
1. Anger is often more hurtful than the injury that caused it. – (*English Proverb*)
2. A bad peace is better than a good war. – (*Yiddish Proverb*)
3. Forget injuries, never forget kindnesses. – (*Chinese proverb*)
4. He who seeks revenge should remember to dig two graves. – (*ancient Chinese proverb*)
5. Envy breeds hate. – (*Yiddish Proverb*)

Exercise 2. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience



1. ~ *William James*

2. Which hurts the most, saying something and wishing you had not, or saying nothing and wishing you had? ~ *Javan*



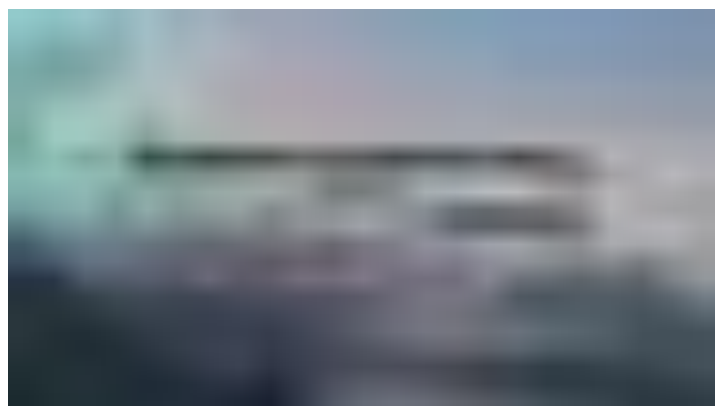
3. ~

Anabel Jensen

4. Nothing changes more consistently than the past; the past that influences our lives is not what objectively happened, but what we believe happened. ~ *Gerald W. Johnson*



5.



6.

7.



8. Nothing produces such odd results as trying to get even. ~ *Franklin P. Jones*



9.

~ *Erica Jong*

Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version (if you can). Express the main idea in brief. Learn the poem by heart.

Process

(by Isabella Nickole)



However, this, the pain, is just a part of the process.

The words surround you. They are everywhere. They won't go away.

However, this, the pain, is just a part of the process.

It all starts when the first insult is said. Then, it begins. Your mind is going to explode from all the stress.

"Finally..." You think as you feel the cool metal against your head.
You can remember every single word that sputtered from their
mouths.

Whore...Trash...Ugly...Fat...

However, some people can't seem to agree with the haters. Sadly,
you aren't one of them.

The hating never stops. It continues as does your heartbeat.

Slow...but there.

However, this, the pain, is just a part of the process.

The sound of the clock rings through the bathroom as you sit there,
not making a move.

Still as a rock.

Finally, you pull the trigger. The last thought in your mind...

However, this, the pain, is just a part of the process.

Unit 5. English Grammar & Exercises



Upper-intermediate grammar exercise: wish

Expressing hypothesis with *wish*

We use **wish** to express a hypothetical situation. When we say **I wish**, we are saying that we want something which is impossible or which is highly unlikely to happen.

For hypothesis about the present and future we use **I wish** + [past simple](#).

***I wish I was/were** twenty years younger.*

***I wish I had** more time; *I'm always so busy.**

***Don't you wish you could speak** a foreign language fluently?*

For hypothesis about the past, we use **I wish** + past perfect.

I wish I hadn't said that.

(= 'I regret that I said it.')

I wish I'd (I had) studied harder at school.

(= 'I regret that I didn't study harder at school.')

Wish vs. hope

*We use **hope**, not wish, for wishes about future things which seem possible or realistic.*

I hope you feel better tomorrow.

I wish you feel better.

I hope you pass your driving test.

I wish you pass.

English vocabulary practice exercise, upper-intermediate

In these exercises you will practise using *wish* to express hypothesis in the present and the past.

Exercise instructions

Exercise 1. Choose the correct answer in each of the following.

1. I'm always so busy. I wish that I (have, had, had had) more free time.
2. I hate travelling on buses. I wish I (have, had, 'd had) a car.
3. It's a pity you're so far away. I wish you (are, have been, had been, were) here with me now.

4. I wish that I (studied, study, would study, had studied) more at school. I'd probably have a better job now.
5. It's so cold outside. I wish I (don't have to, didn't, didn't have to) go to school today.
6. Andrew says he wishes he (stopped, can stop, could stop) smoking; he smokes twenty a day.
7. I wish we (haven't gone, don't go, hadn't gone, didn't go) to Malta for our holidays. Greece would have been better, I think.
8. I wish there (was/were, is, will be) some way we could meet more often. We hardly see each other.
9. Peter regrets what he said and wishes he (didn't say, doesn't say, wouldn't have said, hadn't said) anything.
10. I wish I (could ski, can ski, will ski, ski). I'd go to the Alps for a week at Christmas.

Exercise 2. Choose the correct answer in each of the following.

1. I hate winter. I wish I (am, had been, was/were, will be) on a sunny beach somewhere.
2. I wish you (could come, can come, will come) to visit more often. It's such a pity you're so far away.
3. He regrets his mistakes and wishes he (was, has been, had been, would be, would have been) more careful.
4. I like my job, but I just wish I (don't have to, didn't have to, wouldn't) work such long hours.
5. Don't you wish you (could travel, can travel, had travelled) in time? Wouldn't it be amazing?
6. I wish (there are, there were, there'd be) more hours in a day; I never seem to have enough time.
7. Sue and Dave had a disastrous holiday. They wish that they (had stayed, stayed, have stayed) at home.

8. We had an amazing holiday. I wish you (can come, could come, could have come) with us - you would have loved it, too.

Wish...would, wish...wouldn't

We can use **wish...would** to express our annoyance that something will not happen.

I wish the weather would improve – it's so cold and wet.

(= 'It doesn't look as if the weather will improve.')

You're so slow; I wish you would hurry up.

(= 'Please hurry up!')

We use **wish...wouldn't** to give an order or make a request in a critical way.

I wish you wouldn't make so much noise – I'm trying to watch this film.

I wish you wouldn't wear that hat – it really doesn't suit you.

Wish + to infinitive: wish = want

We can use the construction **wish + to infinitive** to mean *want*.

Be careful – this is **very formal**, and in everyday language most people prefer to use *want* or *would like*.

Customers who wish to order the Christmas menu should inform us three days in advance.

[in a formal email of complaint] ***I wish to cancel the order immediately.***

[in a formal email of complaint] ***I wish to complain about your company's service.***

Exercise instructions

In this exercise you will practise using *wish...would* and *wish...wouldn't*.

Exercise 3. Choose the correct answer in each of the following.

1. I wish you (will be, were, are, would be) quiet – I'm trying to listen to the radio.
2. I want to play tennis – I wish it (stopped, would stop, stops, will stop) raining.
3. I wish you (would hurry up, will hurry up, hurried up, are hurrying up) – we're going to be late.
4. You're driving far too fast. I wish you (slowed down, wouldn't slow down, will slow down, would slow down) a bit.
5. I wish your sister (would keep, wouldn't keep, won't keep, doesn't keep) asking to borrow money. It's very annoying and we've already lent her a lot.
6. Where's John? I wish that he (will hurry up, would hurry up, hurried up, are hurrying up) and get here.
7. Mike Smith's a bad influence on you. I wish you (won't spend, wouldn't spend, don't spend, haven't spent) so much time with him.
8. I wish you (don't smoke, won't smoke, wouldn't smoke, haven't smoked) so much. It's really unhealthy.
9. Alison's nice, but she's so nosey. I wish she (isn't asking, wouldn't ask, won't ask, doesn't ask) so many questions.

Exercise 4. Fill in the gap in each of the following. In some cases you may need more than one word.

1. I wish I younger. (be)
2. I wish I weight. (lose)

3. I wish you me so many questions. (ask)
4. Our neighbours are so noisy. I wish they . (move)
5. I wish I my old job. It was a big mistake. (quit)
6. Do you ever wish you your job and travel the world? (quit)
7. I'll bet he wishes that he so fast. He got a driving ban and a big fine. (drive)
8. I wish all the visitors home soon. I want to go to bed. (go)

Chapter TEN

Social Conflict

Unit 1. Reading and Translation Practice

Definition of Social Conflict

By Walter Johnson
eHow Contributor



Social conflict can best be described as a confrontational stance among public actors. Social actors can be reduced to "social forces" representing these actors. Variables that can exert social force might be the power of banks, labor, the state, private gangs, corporate power or religious/ideological power. All of these can exert force and become actors in social conflict.

Identification

Social conflict is typified by socially powerful actors seeking change in society. The methods can go from economic competition among firms to overt civil war and violence. The type of change sought could be an alteration in political power, the nature of the state or economy, or the main ideological focus of social life. The

key ingredient is that the nature of the "social" be singular: a single state, government or market. This becomes the arena of action.

Types

There are four specific types of social conflict. First is private conflict among actors with social power. This might include organized crime. Second, social turmoil is a mild sort of conflict where public demonstrations and organized civil resistance to certain policies of the state become regular occurrences. Third, conspiracy is where there is organized action against the state or other major social power, such as when militaries take over governments. Lastly, there is overt civil war, where social actors begin using lethal force in order to take power.

Features

Writers such as Karl Marx thought that conflict was an inherent part of society. This was based on class, where those who sought a larger share of the economic pie would always be trying to mobilize against those with too much. At the same time, capitalist writers thought that social conflict could be safely institutionalized in economic competition, where the losers would be eliminated due to their inability to compete in the market place. This was the key to social progress.

Function

Social conflict can be constructive, as when social actors with legitimate grievances demand to be heard. Conflict can act here as a catharsis for social problems. It can also be destructive or disruptive as social actors view the system (social, economic or political) as illegitimate and seek its violent overthrow.

Benefits

Classic capitalism saw social conflict as a good thing so long as it was governed by law and stayed in the economic arena. Adam

Smith saw conflict as permitting the best to flourish at the expense of the worst. Those who could provide goods and services at the lowest price and highest quality deserved to drive their competitors out of business. Only the public would win out. Competition was central to incentive, social service and maintaining tolerable quality and price. Those firms left standing were precisely those firms that responded best to public demand.

Vocabulary list:

stance n [stæns] - позиция, положение; поза; установка; стойка

reduce v [rɪ'dju:s] - уменьшать, снижать, сокращать; сводить, редуцировать; ослаблять; приводить; восстанавливать; превращать; вправлять; похудеть

variable n ['vɛəriəbl] – переменная

exert v [ɪg'zɜ:t] - влиять, оказывать, оказать; приложить, прилагать, прикладывать; проявлять; осуществлять; напрягать; давать; вызывать

gang n [gæŋ] - банда, шайка, группировка, бандит, бандформирование; бригада; артель; набор; смена; шатия, компания; бандитизм

seek v [si:k] - искать, разыскивать, найти; стремиться, пытаться, стараться; добиваться; обращаться; просить

society n [sə'saɪəti] - общество, сообщество, социум; общественность; организация, объединение; свет

overt adj ['əʊvɜ:t] - явный, очевидный, откровенный; неприкрытый, нескрываемый

violence n ['vaɪələns] - насилие, жестокость; сила; буйство, неистовство; принуждение; применение силы; расправа; стремительность

alteration n [ɔ:l'tɛ'reɪʃn] - изменение, перемена, чередование; переделка; перестройка; альтерация, деформация; перепланировка, переоборудование

singular adj ['sɪŋɡjʊlə] - единственный, единичный, уникальный; особый, исключительный, своеобразный; сингулярный, странный, необычный, необычайный, необыкновенный

turmoil n ['tɜ:mɔɪl] - беспорядок, смятение, хаос, сумятица, смута, неразбериха; суматоха; шум; нестабильность; ажиотаж

resistance n [rɪ'zɪstəns] - сопротивление, движение сопротивления; устойчивость, стойкость, износостойкость; сопротивляемость, резистентность; противодействие, противостояние; отпор

occurrence n [ə'kʌrəns] - случай, событие; явление, проявление; происшествие, инцидент; распространенность, распространение; месторождение; возникновение, появление; вхождение; наличие

lethal adj ['li:θəl] - смертельный, летальный, смертоносный, фатальный, убойный, убийственный; губительный

force n [fɔ:s] - сила, усилие; действие, влияние; насилие, принуждение; войско, отряд; значение, смысл; убедительность

conspiracy n [kən'spɪrəsi] - заговор, сговор, конспирация

inherent adj [ɪn'hɪərənt] – неотъемлемый; свойственный; врожденный, прирожденный; собственный

pie n [paɪ] - пирог, пирожок, расстегай, торт, пирожное

institutionalize v [ɪnstɪ'tju:ʃənəlaɪz] - институционализировать, институализировать; узаконить, формализовать; регламентировать

eliminate v [ɪ'lɪmɪneɪt] устранять, ликвидировать, удалять, снимать, убирать; исключать; уничтожать; искоренять; отменить, упразднить; очищать; игнорировать; выделять

legitimate adj [lɪ'dʒɪtɪmɪt] законный, легитимный, легальный, правомерный; допустимый; законнорожденный, правильный; разумный; закономерный

grievance n ['grɪ:vəns] - жалоба, претензия; обида; недовольство; рассмотрение жалоб; повод для недовольства

demand n [dɪ'mɑ:nd] - спрос, потребность; требование; запрос, заявка, предложение; востребованность

catharsis n [kə'θɑ:sɪs] – катарсис; очищение желудка, очищение

disruptive adj [dis'rʌptɪv] - разрушительный, деструктивный; подрывной; пробивной

illegitimate adj [ɪlɪ'dʒɪtɪmɪt] незаконный, противозаконный, нелегитимный, неправомерный; незаконнорожденный, внебрачный

violent adj ['vaɪələnt] насильственный, жестокий, вооруженный; яростный, ожесточенный, неистовый, буйный, ярый; сильный, резкий, бурный; вспыльчивый; интенсивный; агрессивный; силовой; воинствующий

overthrow n ['əʊvəθrəʊ] свержение, ниспровержение, низвержение; поражение

benefit n ['benɪfɪt] - выгода, польза; преимущество; пособие; благо; прибыль; привилегия, льгота; пенсия

govern v ['glʌvən] - управлять, править, руководить, владеть; регулировать, регламентировать; определять; направлять; влиять

permit v ['pɜːmɪt] - позволять, разрешать, допускать, давать возможность

flourish v ['flaʊrɪʃ] - процветать, преуспевать; расцветать, цвести; разрастаться; пышно расти, развиваться

expense n [ɪks'pens] расход, издержки, цена, стоимость; трата; счет; ущерб

incentive adj [ɪn'sentɪv] – поощрительный; побудительный, мотивационный

maintain v [meɪn'teɪn] - поддерживать, обслуживать, эксплуатировать; сохранять, удерживать, держать, хранить, придерживать, соблюдать; утверждать, заявлять; содержать; отстаивать, защищать; выдерживать

tolerable adj ['tɒləərəbl] - терпимый, сносный; приемлемый, удовлетворительный, допустимый

Exercise 1. Give the Russian for:

as a confrontational stance among public actors, typified by socially powerful actors, from economic competition to overt civil war and

violence, the main ideological focus of social life, the nature of the "social" be singular, become regular occurrences; militaries take over governments, using lethal force in order to take power, a larger share of the economic pie, due to their inability to compete in the market place, with legitimate grievances demand to be heard, as a catharsis for social problems, seek its violent overthrow, governed by law and stayed in the economic arena, as permitting the best to flourish at the expense of the worst, to drive their competitors out of business.

Exercise 2. Find in the text the English for:

общественные деятели, переменные, которые могут оказывать социальную силу, оказывать силу и становиться участниками социального конфликта, изменение политической власти, ключевой ингредиент, арена действий, частный конфликт, включить организованную преступность, социальные беспорядки, какой-то небольшой конфликт, организованное гражданское сопротивление определенной политике государства, организованные действия против государства или других основных социальных сил, открытая гражданская война, неотъемлемая часть общества, в результате этого социального конфликта, ключ к социальному прогрессу, предоставление товаров и услуг по самой низкой цене, сохранение допустимого качества и цены.

Exercise 3. Match the words in the left column with their meanings in the right one:

- | | |
|-------------|---|
| 1. gang | a) a state of great anxiety, confusion and uncertainty |
| 2. society | b) an organized group of workers or prisoners doing work together |
| 3. violence | |
| 4. turmoil | |

5. grievance
6. to exert
7. to eliminate
8. to flourish
9. to compete
10. to govern

- c) to control or influence sb/sth or how sth happens, functions, etc.
- d) to use power or influence to affect sb/sth
- e) something that you think is unfair and that you complain or protest about
- f) people in general, living together in communities
- g) to develop quickly and be successful or common
- h) to remove or get rid of sth/sb
- i) violent behavior that is intended to hurt or kill sb
- j) to try to be more successful or better than sb else who is trying to do the same as you

Exercise 4. Of all the meanings of the word choose the meaning of the word in which it is used in the text:

1. to exert
 - a) to use power or influence to affect sb/sth
 - b) to make a big effort
2. to eliminate
 - a) to remove or get rid of sth/sb
 - b) to defeat a person or a team so that they no longer take part in a competition, etc.
 - c) to kill sb, especially an enemy or opponent
3. to flourish
 - a) to develop quickly and be suc-

cessful or common

b) to grow well; to be healthy and happy

c) to wave sth around in a way that makes people look at it

4. to compete

a) to try to be more successful or better than sb else who is trying to do the same as you

b) to take part in a contest or game

5. to govern

a) to legally control a country or its people and be responsible for introducing new laws, organizing public services, etc.

b) to control or influence sb/sth or how sth happens, functions, etc.

c) if a word governs another word or phrase, it affects how that word or phrase is formed or used

Exercise 5. Insert the prepositions instead of the points (where it is necessary):

in from for
on of under
by at with
over

1. Social conflict is typified ... socially powerful actors seeking change ... society.

2. First is private conflict ... actors with social power.
3. This might include ... organized crime.
4. This was based ... class, where those who sought a larger share ... the economic pie would always be trying to mobilize ... those with too much.
5. This was the key ... social progress.
6. Conflict can act here as a catharsis ... social problems.
7. Social conflict can be constructive, as when social actors ... legitimate grievances demand to be heard.
8. Adam Smith saw conflict as permitting ... the best to flourish ... the expense of the worst.
9. Competition was central ... incentive, social service and maintaining ... tolerable quality and price.

Exercise 6. Express agreement or disagreement with the statements:



1. Social conflict can best be described as a confrontational stance among public actors.
2. Social conflict isn't typified by socially powerful actors seeking change in society.
3. There are four specific types of social conflict.



4. Writers such as Karl Marx didn't think that conflict was an inherent part of society.
5. Social conflict can be constructive or disruptive.
6. Classic capitalism didn't see social conflict as a good thing.
7. Adam Smith saw conflict as permitting the best to flourish at the expense of the worst.

Exercise 7. Answer the following questions:



1. How can social conflict best be described?
2. What variables that can exert social force might be?
3. Can these variables exert force and become actors in social conflict?
4. What actors is social conflict typified by?
5. Where can the methods go from?
6. What could be the type of change sought?
7. What is the key ingredient?

8. Does it become the arena of action?
9. Are there four or five specific types of social conflict? What are they?
10. Who thought that conflict was an inherent part of society?
11. Was this based on class?
12. Could capitalist writers through that social conflict be safely institutionalized in economic competition?
13. Was it the key to social progress?
14. When can social conflict be constructive and disruptive?
15. In what situation did classic capitalism see social conflict as a good thing?
16. How did Adam Smith see conflict?
17. What was central to incentive, social service and maintaining tolerable quality and price?

Unit 2. Reading Comprehension and Rendering Practice

Exercise 1. Write your own option of a summary of the text given below.

What Are the Types of Social Conflict Theories?

By Donna Skekel

eHow Contributor



Social conflict is theorized to occur when an imbalance exists regarding money, resources or power. The conflict can happen in any setting -- global, industrial or familial. While research and case studies may report the details of how, when, why and where a social conflict began or continues, the reasons behind the conflict and the actions of the social groups will generally fall into one of the following three categories.

Conflict Theory

Traditional social conflict theory puts forth ideas about conflict arising between the “haves” and the “have nots” of a society or country, usually categorizing it as a class struggle like “Gaetano Mosca's theory of conflict between elites and masses,” according to A Dictionary of Sociology. Conflict theorists expect that “the pursuit of interests” will generate conflict and views this “as normal aspects of social life, rather than abnormal or dysfunctional occurrences.” One example of this type of conflict is when a labor union argues with management over worker compensation.

Workers' demand for better pay may conflict with the company's bottom line.

Realistic Conflict Theory



This theory is about group relations involving competition for limited resources. “Realistic conflict theory builds on the observation that in cases where one group's gain depends on another's loss, intergroup competition tends to increase,” reports the Dictionary of the Social Sciences. Alternatively, when mutual gain is possible, group competition tends to decrease. Think of the challenges faced by communities in rationing drinking water during a drought. An example from family life might exist when two children want to play with the same toy.

Animals battle over territory and power.

Game Theory



The words “game theory” may make you think of electronics, but it is a type of social conflict theory. “John von Neumann and Oskar Morgenstern's ‘The Theory of Games and Economic Behavior’ (1947) is generally considered the foundational text of game theory,” according to the Dictionary of the Social Sciences, involving both non-cooperative and cooperative approaches. Game theory “investigates the strategic behavior of decision makers who are aware that their decisions affect one another,” reports the Dictionary of Social Sciences. This social conflict theory is distinguished by the analysis and strategy of the social groups involved who try to predict each other's actions and reactions. An example of social conflict game theory is when Country A makes a deal with Country B, which causes a Country C to cooperate with its long-time enemy, Country D, which alienates Country E, and so on.

Unit 3. Discussion & Writing Practice

Exercise 1. Read proverbs about conflicts. Translate them into Russian and make up a story with one of the proverbs in English.

1. The person who has no enemies also has no friends. – (*German Proverb*)
2. If you are patient in one moment of anger, you will escape a hundred days of sorrow. – (*Chinese Proverb*)
3. A wise man hears one word and understands two. – (*Yiddish Proverb*)
4. He who is the judge between two friends loses one of them. – (*German Proverb*)
5. Promises may make friends, but 'tis performances that keep them. – (*German Proverb*)

Exercise 2. Read what famous people said about conflict. Discuss the position of the authors. Support your point of view with reasons and examples from your reading, your observations or your own experience.



1.



2.

~ Joseph Joubert

3.



“In business and in life, you don't get what you deserve, you get what you negotiate.”

Kate Kendall

Founder and CEO of The Fetch
speaking at CreativeMornings.com

4.



5.

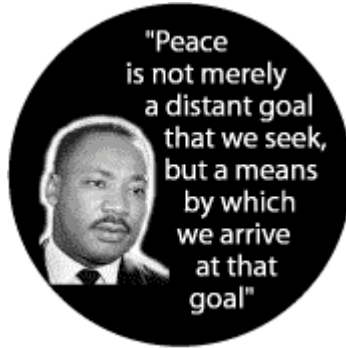
Today's Opportunity!

***"OUR TASK NOW IS NOT TO
FIX THE BLAME FOR THE
PAST, BUT TO FIX THE
COURSE FOR THE FUTURE."***

JOHN F. KENNEDY



6.

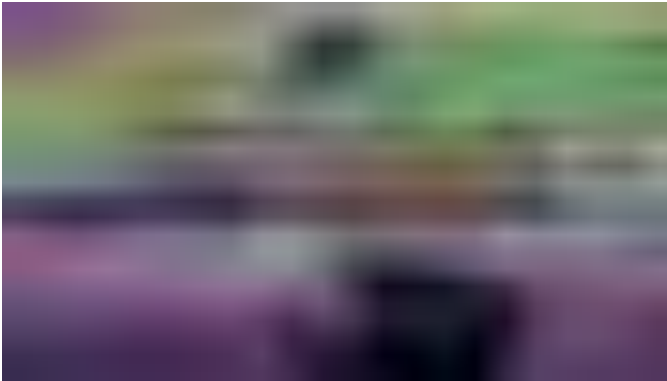


7.

~ Mar-

tin Luther King

8.



~ Jean

Kirkpatrick

"Every person you fight with has many other people in his life with whom he gets along quite well. You cannot look at a person who seems difficult to you without also looking at yourself."

- Jeffrey Kottler

8.

~ Jeffrey Kottler

9. Never attribute to malice or other deliberate decision what can be explained by human frailty, imperfection, or ignorance.



~ Rabbi Harold Kushner

Unit 4. Focus on Poetry

Exercise 1. Read the poem (consulting a dictionary). Try to make a free translation of the poem (in writing) or its rhymed version (if you can). Express the main idea in brief. Learn the poem by heart.

COURAGE VS. CONFLICT

(by Verlana S. Walker)



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The history of man defines Ape as a primate.

Man seems to be in that mind-set today.

He lives life as pent because he denies himself religious freedoms.

God refined humankind once before and, therefore, he will do the
same once more.

The factor ends when iniquity meets perilous world.

The mania of man will bring forth extinction.

In parable, the elderly wisdom was predefined by the life they had
lived since the beginning of time.

They had seen themselves within their prime and captured these ele-
ments through their way of life.

Their beauty was not a basis to define.

They were primates of mammal and nomadic.

Their skin was olive nonwhite via sunshine.

They hunted with self-made weapons and brought back a feast many
times.

However, one male cultivated the mind.

He invented weapons for prosperity.

An abundance of wealth all received.

Today is venturous.

Humankind has crested to another prehistoric image.

Our originations through inventions and development have imple-
mented innovations.

Our minds must continue to reinvent not to become another mandrill.

The core of our existence relies on this.

We are human beings and the highest intelligence.

Insofar as, we are not predetermine.

Insofar as, we are no predestine to a grandeur form.

Insofar as, we see no more adjustments that are required for human-
kind physiological form.

We have peaked physiologically.

Therefore, we will henceforth to inform our mental faculty.

Unit 5. English Grammar & Exercises



Upper-intermediate grammar exercise: Passive Overview

Passive Overview

Structure

We form the passive using the relevant tense of the verb to be, plus the past participle of the main verb. So for the verb **clean**, we would have:

Passive Summary of Tenses	
Present Simple	The room is cleaned every day
Present Continuous	It is being cleaned now.
Past Simple	It was cleaned yesterday.
Past Continuous	It was being cleaned at six yesterday.
Future Simple	It will be cleaned tomorrow.
Going To Future	It is going to be cleaned tomorrow.

	row.
Present Perfect	It has been cleaned twice.
Past Perfect Simple	It had been cleaned before.
Can	It can be cleaned easily.
Should	It should be cleaned daily.

- To form the question, we put the auxiliary verb first:

Is it being cleaned today? Had it been cleaned before? Should it be cleaned daily?

Use

- Look at this sentence:

They will deliver the letter tomorrow.

- "**the letter**" is the object of the sentence. "**they**" is the subject. We can make "**the letter**" the subject:

The letter will be delivered tomorrow.

- And if we want, we can include the subject of the first sentence:

The letter will be delivered by them tomorrow.

- So we use the passive to say **what happens** to the subject of a sentence.

The bridge was painted in 1999.

Military jets are usually flown by men.

The flight to Boston will be delayed because of striking ground crew.

- And we use an active sentence to say what a subject **does**:

John Exmoor painted that bridge in 1999.

Air Force pilots, usually men, fly military jets.

Striking ground crew will delay the departure of the Boston flight.

- Sometimes, active sentences sound unnatural because who does the action is not important or not known. The action itself is important.

Tickets can be purchased from the booth at the entrance.

Spanish is spoken in much of South America.

Edward Moore was killed at his farm late last night.

- The same sentences rewritten using the active would not be wrong, but the subject of these sentences would sound strange:

You can purchase tickets from the booth at the entrance.

People speak Spanish in much of South America.

Someone killed Edward Moore at his farm late last night.

Passive Present

- Remember that the verb "**to be**" has to be used in all passive sentences and must be plural if the subject is plural:

*This phone **is** made of plastic*

- **but**

*These chairs **are** made of wood.*

- After the verb "**to be**", you must use the past participle in all tenses.

Vintage wine is sold on the second floor.

- **not**

Vintage wine is sell on the second floor.

- The passive is used in the present often to describe processes:

The half-finished machine is then sent to Room 4 for painting.

The wine is then taken and put into bottles.

Passive Past

- Remember with the passive that the past participle is always the same. You can see a list of common irregular verbs on this page
- It is the verb "**to be**" that changes:

I was driven around in the taxi at high speed.

We were treated terribly at the hotel last year.

I had to be taken to hospital immediately.

- Note how the passive in English is more flexible than in other languages. Look at these two sentences:

The letter was sent by Express Post and arrived at 9am.

I was sent a letter by my wife.

- In the first, it's clear that the subject of the passive sentence is the letter. In the second, it is not "I" that is sent, but, again, the letter. English allows for this type of construction. Other examples:

They were given a new TV for Christmas. (the TV is given, not 'they')

She was promised a pay rise by the boss. (the pay rise is promised, not 'she')

Get Passive

- In English, the passive can always be made using the verb "to be". In informal English, "**get**" is also often used to construct passive sentences. But it's not always possible.
- We use "get" in a passive sentence when we talk about something that happened or something that changed, so it is NOT used for verbs such as 'like', 'believe' or 'say'.
- It also changes the focus from "what happened" to "the person/thing something happened to". It's not usual to see a "by" clause saying who did it. Look at the difference between:

The window was broken by those naughty children. (focus on event)

The window got broken. (focus on "window")

- **Note:** It's not normal to use a "by" clause with the "get" passive.

The computer was stolen by a thief. **OR** The computer got stolen,
NOT The computer got stolen by a thief.

English grammar practice exercise, upper-intermediate

Exercise instructions

Passive Using "Get"



In English, the passive can always be made using the verb "*to be*". In informal English, "*get*" is also often used to construct passive sentences. But it's not always possible.

We use "**get**" in a passive sentence when we talk about something that happened or something that changed, so it is **NOT** used for verbs such as '*like*', '*believe*' or '*say*'.

Examples:

That tree was/got blown over in the storm last night.

*This criminal is known to police in five different countries. (**gets known** isn't possible here.)*

Exercise 1. For each sentence, use the passive with "*get*" whenever possible.

1. I don't know why this class is always so dirty. It
(clean) every morning.

2. The murder suspect told the police a complicated alibi but it (believe) by them and he was charged with the murder.
3. "Whose is that computer in the corner of the office?" "I don't know - it (never use) by anyone."
4. When foreign films are dubbed into English, usually a lot of the original meaning (lose) in the translation.
5. Humans (think) to have originated in the east of Africa.
6. If my car (damage) by you, you will pay for the repairs.
7. Glenn Miller (kill) in an air crash in England in the 1940s.
8. When I am older, I (know) as a famous scientist.
9. The films of Charlie Chaplin (love) all over the world.
10. The new factory will open next July and the company says that over 250 employees (need) initially.
11. Did you hear that Jane (promote) to a management position at work! What great news.
12. (pay) for a job you enjoy doing must be the definition of a happy life!

Passive Verb Patterns

Exercise 2. Fill in the gaps with a form of the passive. The tense could be past, present or future.

1. Many rock stars say the real thrill is that they enjoy _____ (watch) by thousands of adoring fans.
2. Your car is a death trap. It _____ (should/send) to the scrap yard years ago!
3. I'm sorry this office is so dirty but it can't _____ (clean) until tomorrow morning at the earliest.
4. Any teacher who hits a student should _____ (sack) immediately.
5. John's big dream is that he wants _____ (discover) by a big time music producer.
6. _____ (rob) in the street is a terrifying experience indeed.
7. The factory is losing a lot of money every week and _____ (shut) next Thursday.
8. But it might _____ (save) if we make an appeal to the local bank.
9. Before _____ (recycle), glass bottles are thoroughly washed and the labels removed.
10. Jak was fired from the local car wash because, even though he hadn't paid, he let his friend's car _____ (wash).

Active / Passive Exercise

Exercise 3. Read the news report, choose the correct verb form and write it in the gap.

1. Millions of dollars' worth of damage has been caused by a storm which _____ (swept/was swept) across the north of the United States last night.
2. The River Reiner _____ (burst/was burst) its banks after heavy rain.
3. Many people _____ (rescued/were rescued) from the floods by fire-fighters.
4. Firefighters _____ (received/were received) hundreds of calls for help.
5. Wind speeds _____ (reached/were reached) ninety miles an hour in some places.
6. Roads _____ (blocked/were blocked) by fallen trees.
7. Electricity lines _____ (brought/were brought) down, leaving thousands of homes without electricity.
8. "Everything possible _____ (is doing/is being done) to get things back to normal," a spokesman said.
9. One young girl _____ (took/was taken) to hospital after she broke her leg.
10. She has now _____ (sent/been sent) home.

'A Lot Of' Passive Matching Exercise

Exercise 4. Match words on the left and right to make sentences with the passive. For each question, write in the gap ONLY the correct number to match with the question number on the left.
Example: if you think the first question on the right goes with number 7 on the left, write "7" in the first space.

1. A lot of red wine is produced	in Argentina _____
2. A lot of tea is grown	in South Korea _____
3. A lot of gold is mined	in the Czech Republic _____
4. A lot of tea is drunk	in India _____

5. A lot of TVs are made	in England _____
6. A lot of baseball is played	in the USA _____
7. A lot of comic books are produced	in Japan _____
8. A lot of good beer is brewed	in Australia _____

Appendices

Appendix 1. Key Terms

to abuse	to use or treat someone or something wrongly or badly, especially in a way that is to your own advantage
abnormality	the state of being different, especially in a way that is not desirable, from what is normal, ordinary or expected
access	a means of approaching or achieving a place, a way in
accusation	a statement saying that you think a person is guilty of doing sth wrong, especially of committing a crime; the fact of accusing sb
to address problems	to deal with a matter, situation, person or thing that needs attention and needs to be dealt with and solved
advice	an opinion or a suggestion about what sb should do in a particular situation
advocacy	giving of a public support or suggesting an idea, development or way of doing something
agenda	a) a list of matters to be discussed at a meeting b) a list of aims or possible future achievements
aggravate	to annoy sb, especially deliberately
aggravation	the feeling of annoyance
alien	a being from another world
alleviation	making something bad such as pain or problem less severe
altercation	a noisy argument or disagreement
altruism	willingness to do things which benefit other people, even if it results in disadvantage

	for yourself
ambivalent	having or showing both good and bad feelings about sb/sth
anxiety	the state of feeling nervous or worried that sth bad is going to happen
arbitration	the process of having a dispute settled by a person or group not involved in the dispute
argue	to speak angrily to sb because you disagree with them
avoid	to prevent sth bad from happening
barrier	a problem, rule or situation that prevents sb from doing sth, or that makes sth impossible
behavior	the way that sb behaves, especially towards other people
blame	to think or say that sb/sth is responsible for sth bad
bother	to annoy, worry or upset sb; to cause sb trouble or pain
cause	to make sth happen, especially sth bad or unpleasant
challenge	to test sb's ability and skills, especially in an interesting way
code of ethics	set of principles that are accepted and used by society or a particular group of people
commitment	a) the use of money, time, people, etc. for a particular purpose b) a promise to do something or to behave in a particular way c) the hard work and loyalty that someone gives to an organization, activity
community	a group of people with the same interests, nationality, job, etc.
compassion	pity for the sufferings of others, making

	one want to help them
conspiracy	a secret plan by a group of people to do sth harmful or illegal
contribution	something that you do or give to help produce or achieve something together with other people, or to help make something successful
corporate	related to a large company or group
counseling	providing with some advice or information
damage	to harm or spoil sth
defiance	open refusal to obey sb/sth
demand	to ask for sth very firmly
depressive	causing making somebody sad and without enthusiasm or hope
dignity	a) calm, serious and controlled behaviour that makes people respect you b) the opinion that you have of the standard of your own importance and value
disappoint	to make sb feel sad because sth that they hope for or expect to happen does not happen or is not as good as they hoped
discontent	a feeling of being unhappy because you are not satisfied with a particular situation; sth that makes you have this feeling
discouragement	a feeling that you no longer have the confidence or enthusiasm to do sth
to discriminate (treat differently)	to treat a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, religion, sex.
to discriminate	to recognize a distinction between people or things; to treat one person or group worse/better than others
disorder	a disturbance of the normal processes of the body or mind
diversity	when many different types of things or

	people are included in something
divorce	when a marriage is ended by an official or legal process
empathetic	being able to imagine and share another person's feelings, experience, etc.
to encourage	a) to make someone more likely to do something or to make something more likely to happen b) to talk or behave in a way that gives someone confidence to do something
escape	to get away from an unpleasant or dangerous situation
expand	to increase in size, number or importance, or to make something increase in this way
expectation	a strong belief about the way sth should happen or how sb should behave
experience	to have and be aware of a particular emotion or physical feeling
failure	lack of success in doing or achieving sth
faith	trust in sb's ability or knowledge; trust that sb/sth will do what has been promised
fear	the bad feeling that you have when you are in danger, when sth bad might happen, or when a particular thing frightens you
frustration	the feeling of being frustrated
gender	(sex) the physical and/or social condition of being male or female
glass ceiling [usually singular]	a point beyond which you cannot go, usually in improving your position at work
goodwill	friendly and helpful feelings
gossip	to talk about other people's private lives, often in an unkind way
grievance	something that you think is unfair and that you complain or protest about
handle stress	to deal with a great worry caused by a dif-

	difficult situation, or something which causes this condition
harass	to annoy or worry sb by putting pressure on them or saying or doing unpleasant things to them
harm	damage or injury that is caused by a person or an event
hostility	unfriendly or aggressive feelings or behaviour
human rights	the basic rights which are generally considered all people should have, such as justice and the freedom to say what you think
humanity	people in general
influence	to have an effect on the way that sb behaves or thinks
interfere	to get involved in and try to influence a situation that does not concern you, in a way that annoys other people
intrusive	too noticeable, direct, etc. in a way that is disturbing or annoying
irritate	to annoy sb, especially by sth you continuously do or by sth that continuously happens
jealousy	a feeling of being jealous
legislation	a law or a series of laws
maintain	a) to make something continue in the same way or at the same high standard as before b) to provide someone with the things they need, such as money or food
malnutrition	illness or weakness caused by not having enough food
massacre	a) an act of killing a lot of people b) INFORMAL a bad defeat, especially in sport
maturity	the quality of behaving mentally and emotionally like an adult

to meet smb's needs	to do, fulfill or satisfy somebody's basic necessities or requirements
mediation	trying to get agreement between two or more people or groups who disagree with each other
misinterpret	to understand sth/sb wrongly
mission	any work that someone believes is their duty to do
normality	the state of being typical, usual, or expected; not suffering from any mental disorder
negotiate	to try to reach an agreement by formal discussion
onslaught	a strong or violent attack
ordeal	a difficult or unpleasant experience
overwhelm	to have such a strong emotional effect on sb that it is difficult for them to resist or know how to react
peaceful settlement	an official making peace agreement that ends with an argument or a dispute
partnership	a) the state of being a partner in business b) a relationship between two people, organizations, or countries that work together regularly
peacekeeping and preventive diplomacy	the management of relations between countries, especially by each country's representatives abroad based on the intention to help maintain peace and prevent war
perception	the way you notice things, especially with the senses
persistence	the fact of continuing to try to do sth in spite of difficulties, especially when other people are against you and think that you are being annoying or unreasonable

post-traumatic stress	the condition that is unpleasant and causing distress usually followed by some accident or unpleasant event
predicament	a difficult or unpleasant situation, especially one where it is difficult to know what to do
prevention	the act of stopping sth bad from happening
preventative work	actions intended to stop something happening or a situation getting worse
psyche	the mind; your deepest feelings and attitudes
punishment	an act or a way of punishing sb
rebellion	opposition to authority; being unwilling to obey rules or accept normal standards of behavior, dress, etc.
reconcile	to make people become friends again after an argument or disagreement
reject	to refuse to accept or consider sth
resentment	a feeling of anger or unhappiness about sth that you think is unfair
resistance	dislike of or opposition to a plan, an idea, etc.; refusal to obey
resolve	to find a satisfactory solution to a problem or difficulty
request	to ask for sth or ask sb to do sth in a polite or formal way
rigid	very strict and difficult to change
right	(morally acceptable) considered fair or morally acceptable by most people
rigors	severe conditions
rivalry	a state in which two people, companies, etc. are competing for the same thing
self-determination	the right or opportunity of individuals to control their fates
sexism	(actions based on) the belief that the members of one sex are less intelligent, able, skillful, etc. than the members of the

	other sex, especially that women are less able than men
single - parent family	such family is headed by one parent, usually female
social justice/injustice	behaviour or treatment that is fair and morally correct / a situation or action in which people are treated unfairly
solidarity	unity, agreement and support resulting from shared interests, feelings, actions, sympathies, etc.
spat	a short argument or disagreement about sth unimportant
to stagnate	to stay the same do not grow or do not develop
substance abuse	assess and treat individuals with substance abuse problems, including abuse of alcohol, tobacco, or other drugs
suicide prevention program	a plan of activities or a set of instructions dealing with stopping acts of killing yourself intentionally from happening or stopping a person from doing this
to take advantage of	1) to make use of something well, properly 2) to treat someone badly in order to get something good from them
tension	a) a situation in which people do not trust each other, or feel unfriendly towards each other, and which may cause them to attack each other b) a feeling of anxiety and stress that makes it impossible to relax
terrorism	the use of violence for political aims or to force a government to act, especially be-

	cause of the fear it causes among the people
tie	a strong connection between people or organizations
tiff	a slight argument between close friends or lovers
threat	a statement in which you tell sb that you will punish or harm them, especially if they do not do what you want
tolerance (acceptance) (formal toleration)	willingness to accept behaviour and beliefs which are different from your own, although you might not agree with or approve of them
treat	to give medical care or attention to a person or a condition
trigger	to be the cause of a sudden, often violent reaction; to start something
turmoil	a state of great anxiety, confusion and uncertainty
undergo	if you undergo a change, an unpleasant experience etc. it happens to you, or is done to you
unlawful	being against the law, illegal
victim	someone or something which has been hurt, damaged or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance
violation	breaking or being contrary to a rule, principle, treaty, etc.
violence	a) actions or words which are intended to hurt people b) extreme force
vulnerable	able to be easily physically, emotionally, or mentally hurt, influenced or attacked
warning	a statement, an event, etc. telling sb that sth bad or unpleasant may happen in the

	future so that they can try to avoid it
wear out	to make someone feel extremely tired
worth of the person	the importance or usefulness of something or someone

Appendix 2. Phrases for summary/rendering

Как составлять анализ текста на английском языке?

Для начала давайте разберемся, в чем суть реферирования статьи на английском. Это не просто краткое содержание, пересказ, а анализ. Вам необходимо выделить главную идею, описать главных героев или события, факты. Для всего этого есть вводные структуры, которые необходимо знать. Итак, с чего начать и чем закончить? Мы приведем вам в пример несколько фраз. А вы выбирайте наиболее понравившиеся.

1. Название статьи, автор, стиль.

The article I'm going to give a review of is taken from... — Статья, которую я сейчас хочу проанализировать из...

The headline of the article is — Заголовок статьи...

The author of the article is... — Автор статьи...

It is written by — Она написана ...

The article under discussion is ... — Статья, которую мне сейчас хочется обсудить,

The headline foreshadows... — Заголовок приоткрывает

2. Тема. Логические части.

The topic of the article is... — Тема статьи

The key issue of the article is... — Ключевым вопросом в статье является

The article under discussion is devoted to the problem... - Статью, которую мы обсуждаем, посвящена проблеме...

The author in the article touches upon the problem of... — В статье автор затрагивает проблему....

I'd like to make some remarks concerning... — Я бы хотел сделать несколько замечаний по поводу...

I'd like to mention briefly that... - Хотелось бы кратко отметить...

I'd like to comment on the problem of... — Я бы хотел прокомментировать проблему...

The article under discussion may be divided into several logically connected parts which are... — Статья может быть разделена на несколько логически взаимосвязанных частей, таких как...

3. Краткое содержание.

The author starts by telling the reader that - Автор начинает, рассказывая читателю, что

At the beginning of the story the author - В начале истории автор describes — описывает

depicts - изображает

touches upon - затрагивает

explains - объясняет

introduces - знакомит

mentions - упоминает

recalls - вспоминает

makes a few critical remarks on - делает несколько критических замечаний о

The story begins (opens) with a (the)

description of — описанием

statement - заявлением

introduction of — представлением

the mention of — упоминанием

the analysis of a summary of — кратким анализом

the characterization of — характеристикой

(author's) opinion of — мнением автора

author's recollections of — воспоминанием автора

the enumeration of — перечнем

The scene is laid in ... - Действие происходит в ...

The opening scene shows (reveals) ... - Первая сцена показывает (раскрывает) ...

We first see (meet) ... (the name of a character) as ... - Впервые мы встречаемся с (имя главного героя или героев)

In conclusion the author

dwells on - останавливается на

points out - указывает на то
generalizes - обобщает
reveals - показывает
exposes - показывает
accuses/blames - обвиняет
mocks at - издевается над
gives a summary of - дает обзор

4. Отношение автора к отдельным моментам.

The author gives full coverage to... - Автор дает полностью охватывает...

The author outlines... - Автор описывает

The article contains the following facts.... / describes in details... -

Статья содержит следующие факты / подробно описывает

The author starts with the statement of the problem and then logically passes over to its possible solutions. - Автор начинает с постановки задачи, а затем логически переходит к ее возможным решениям.

The author asserts that... - Автор утверждает, что ...

The author resorts to ... to underline... - Автор прибегает к ..., чтобы подчеркнуть ...

Let me give an example... - Позвольте мне привести пример ...

5. Вывод автора.

In conclusion the author says / makes it clear that... / gives a warning that... - В заключение автор говорит / проясняет, что ... / дает предупреждение, что ...

At the end of the story the author sums it all up by saying ... - В конце рассказа автор подводит итог всего этого, говоря ...

The author concludes by saying that... / draws a conclusion that / comes to the conclusion that - В заключение автор говорит, что .. / делает вывод, что / приходит к выводу, что

6. Выразительные средства, используемые в статье.

To emphasize ... the author uses... - Чтобы акцентировать внимание ... автор использует

To underline ... the author uses... Чтобы подчеркнуть ... автор использует

To stress... - Усиливая

Balancing... — Балансируя

7. Ваш вывод.

Taking into consideration the fact that - Принимая во внимание тот факт, что

The message of the article is that /The main idea of the article is - Основная идея статьи (послание автора)

In addition... / Furthermore... - Кроме того

On the one hand..., but on the other hand... - С одной стороны ..., но с другой стороны ...

Back to our main topic... - Вернемся к нашей основной теме

To come back to what I was saying... - Чтобы вернуться к тому, что я говорил

In conclusion I'd like to... - В заключение я хотел бы ...

From my point of view... - С моей точки зрения ...

As far as I am able to judge... - Насколько я могу судить .

My own attitude to this article is... — Мое личное отношение к

I fully agree with / I don't agree with - Я полностью согласен с/ Я не согласен с

It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation. - Трудно предсказать ход событий в будущем, но есть некоторые свидетельства улучшения.

I have found the article dull / important / interesting /of great value - Я нахожу статью скучной / важной/ интересной/ имеющую большое значение (ценность)

Таким образом, чтобы хорошо проанализировать статью, необходимо ее несколько раз прочитать. Первый — ознакомительный, определяете стиль, тему. Второй — обращаете внимание на детали, на поведение героев, пытаетесь кратко передать основное содержание. Затем опять просматриваете и ищите то,

что же автор хотел донести до читателя, что он для этого использовал. Ну а затем, продумываете свое отношение к прочитанному тексту.

Appendix 3. Основные штампы (*key-patterns*) аннотаций

на английском и русском языках

1. The article (paper, book, etc.) deals with... - Эта статья (работа, книга и т.д.) касается...
2. As the title implies the article describes.... - Согласно названию, в статье описывается...
3. It is specially noted... - Особенно отмечается...
4. A mention should be made... - Упоминается...
5. It is spoken in detail... - Подробно описывается...
6. ...are noted - Упоминаются...
7. It is reported... - Сообщается...
8. The text gives valuable information on.... - Текст дает ценную информацию...
9. Much attention is given to... - Большое внимание уделяется...
10. The article is of great help to ... - Эта статья окажет большую помощь...
11. The article is of interest to... - Эта статья представляет интерес для...
12. It (the article) gives a detailed analysis of - Она (статья) дает детальный анализ...
13. It draws our attention to... - Она (статья, работа) привлекает наше внимание к...
14. The difference between the terms...and...should be stressed - Следует подчеркнуть различие между терминами ...и...
15. It should be stressed (emphasized) that... - Следует подчеркнуть, что...
16. ...is proposed - Предлагается...
17. ...are examined - Проверяются (рассматриваются)
18. ...are discussed - Обсуждаются...
19. An option permits... - Выбор позволяет...
20. The method proposed ... etc. - Предлагаемый метод... и т.д.

21. It is described in short ... - Кратко описывается ...
22. It is introduced - Вводится ...
23. It is shown that - Показано, что ...
24. It is given ... - Дается (предлагается) ...
25. It is dealt with - Рассматривается ...
26. It is provided for ... - Обеспечивается ...
27. It is designed for - Предназначен для ...
28. It is examined, investigated ... - Исследуется ...
29. It is analyzed ... - Анализируется ...
30. It is formulated - Формулируется ...
31. The need is stressed to employ... - Подчеркивается необходимость использования...
32. Attention is drawn to... - Обращается внимание на ...
33. Data are given about... - Приведены данные о ...
34. Attempts are made to analyze, formulate ... - Делаются попытки проанализировать, сформулировать ...
35. Conclusions are drawn.... - Делаются выводы ...
36. Recommendations are given ... - Даны рекомендации ...

Образцы клише для аннотаций на английском языке

- I've just read a new-story.
- I'm going to look at the ...dated the... the of.....
- Prominently featured (on this page, front, back) is one story.
- The paper says, writes, reports that...
- The headline of the new-story I've read is...
- I'd like to make a survey of ...
- The article is devoted to...
- In the whole world a special mention is being made of the problems of...
- The story in question gives a wide coverage to this problem too.
 - It draws the readers' attention to this important question.
 - The author provides information on...

- The author (commentator, contributor, correspondent) goes on to say, discusses, adds, focuses the reader's attention on the fact that ...
- The story (text, article, issue) under discussion (in question) states that..., informs about..., acquaints the readers with ...
- I'll skip the details of the article.
- Mention should be made of the fact that...-
- The article deals with ...
- As the title implies the article describes ...
- The paper is concerned with...
- It is known that...
- It should be noted about...
- The fact that ... is stressed.
- A mention should be made about ...
- It is spoken in detail about...
- It is reported that ...
- The text gives valuable information on...
- Much attention is given to...
- It is shown that...
- The following conclusions are drawn...
- The paper looks at recent research dealing with...
- The main idea of the article is...
- It gives a detailed analysis of...
- It draws our attention to...
- It is stressed that...
- The article is of great help to ...
- The article is of interest to ...
- is/are noted, examined, discussed in detail, stressed, reported, considered.

Appendix 4. Proverbs about Conflict Management

1. Arrogance diminishes wisdom. – (*Arabic Proverb*)
2. Anger is often more hurtful than the injury that caused it. – (*English Proverb*)
3. It is better to light a candle than to curse the darkness. – (*ancient Chinese proverb*)
4. If you are patient in one moment of anger, you will escape a hundred days of sorrow. – (*Chinese Proverb*)
5. Forget injuries, never forget kindnesses. – (*Chinese Proverb*)
6. To add fuel to the fire. – (*English Proverb*)
7. Nobody can serve two masters. – (*Albanian Proverb*)
8. Let him who will not have advice have conflict. – (*Irish Proverb*)
9. Anger is like a thorn in the heart. – (*Yiddish Proverb*)
10. Anger begins with madness, but ends in regret. – (*Arabic Proverb*)
11. The more you stir a turd, the more it stinks. – (*Dutch Proverb*)
12. No and yes cause long disputes. – (*Danish Proverb*)
13. When force and reason are in conflict, force of reason prevails and being reasonable isn't enough. – (*Corsican Proverb*)
14. The weakest go to the wall. – (*Turkish Proverb*)
15. It's good fishing in troubled waters. – (*Italian Proverb*)
16. There was never a conflict without a woman. – (*English Proverb*)
17. Let him who will not have advice have conflict. – (*Irish Proverb*)
18. Closeness without conflict only exists in the cemetery. – (*Finnish Proverb*)
19. To engage in conflict, one does not bring a knife that cuts - but a needle that sews. – (*Bahamian Proverb*)
20. Anger is often more hurtful than the injury that caused it. – (*English Proverb*)
21. A bad peace is better than a good war. – (*Yiddish Proverb*)
22. Forget injuries, never forget kindnesses. – (*Chinese proverb*)

23. He who seeks revenge should remember to dig two graves. – (*ancient Chinese proverb*)
24. Envy breeds hate. – (*Yiddish Proverb*)
25. The person who has no enemies also has no friends. – (*German Proverb*)
26. If you are patient in one moment of anger, you will escape a hundred days of sorrow. – (*Chinese Proverb*)
27. A wise man hears one word and understands two. – (*Yiddish Proverb*)
28. He who is the judge between two friends loses one of them. – (*German Proverb*)
29. Promises may make friends, but 'tis performances that keep them. – (*German Proverb*)
30. A hedge between keeps a friendship green. – (*German Proverb*)
31. Friendship is a plant we must often water. – (*German Proverb*)
32. Friendship is love with intelligence. – (*German Proverb*)
33. Friendship with the French is like their wine; exquisite but short lived. – (*German Proverb*)
34. He who does not want to lend loses friends; he who lends gains enemies. – (*German Proverb*)
35. He who has no enemies has no friends either. – (*German Proverb*)
36. One enemy is too much, and a hundred friends are not enough. – (*German Proverb*)
37. True friendship does not freeze in the winter. – (*German Proverb*)
38. When friendship goes with love it must play the second fiddle. – (*German Proverb*)
39. God's friends, the priest's foe. – (*German Proverb*)
40. He who makes friends of all keeps none. – (*German Proverb*)
41. Herod and Pilate are good friends. – (*German Proverb*)
42. Much money, many friends. – (*German Proverb*)

43. Nature teaches us to love our friends, but religion our enemies. – (*German Proverb*)
44. One enemy can harm you more than a hundred friends can do you good. – (*German Proverb*)
45. One foe is too many, and a hundred friends are too few. – (*German Proverb*)
46. Presents keep friendship warm. – (*German Proverb*)
47. Kindness is better than piety. – (*Yiddish Proverb*)
48. Actions speak louder than words. – (*Anonymous*)
49. Where there's a will, there's a way. – (*old English proverb*)
50. To err is human, to forgive divine. – (*Anonymous proverb*)
51. Two wrongs don't make a right. – (*Anonymous proverb*)
52. Every cloud has a silver lining. – (*Anonymous proverb*)
53. If you are patient in one moment of anger, you will escape a hundred days of sorrow. – (*Chinese Proverb*)
54. If things are not as you wish, wish them as they are. – (*Yiddish Proverb*)
55. Don't look where you fall, but where you slipped. – (*African proverb*)
56. If we don't change the direction we are going, we are likely to end up where we are heading. – (*Chinese Proverb*)
57. Tell me, I may listen. Teach me, I may remember. Involve me, I will do it. – (*Chinese Proverb*)
58. Every word has three definitions and three interpretations. – (*Costa Rican proverb*)
59. What you don't see with your eyes, don't witness with your mouth. – (*Jewish Proverb*)
60. Having a good discussion is like having riches. – (*Kenyan proverb*)
61. It takes two to quarrel, but only one to end it. – (*Spanish Proverb*)

Appendix 5. Verses about Conflict Management

Conflict of the Soul

(by Bo Lanier)

Well and I'm just about tired of looking for love
But my heart refuses to give up on the dream
Somewhat of a tug of war, Conflict of the Soul
Caught somewhere in between light and dark
And no I am not getting any younger don't
You know...

But tonight you have given me hope in
Something that might last a lifetime but
Then again I could be wrong Lord knows
I've been known to be wrong before
But I don't want to be wrong anymore
I guess we'll just have to wait and see if
It's meant to be!

Because I'm so close to giving up but
The passion inside still lingers even though
I've never really know true love
I've always been a dreamer, I've always been
A dreamer...

But my heart refuses to give up on the dream
Somewhat of a tug of war, Conflict of the Soul
Caught somewhere in between light and dark
And no I am not getting any younger don't
You know...

Heaven knows and God only knows though
What tomorrow will bring, it's a leap of faith
Even if it's yet another mistake ending again
In heartache it's just The Conflict of the Soul

Standing at the crossroads with arms full of
Dead roses somewhere under a twisted
Rainbow oh well it's just The Conflict of The Soul
Conflict of the Soul!

What It's Like

(by Michelle Corbin)

When I laugh, I cry,
Always holding the pain inside
I'm like a screaming child.

My tears are wet, but they always dry,
Always finding some place to hide
I'm a number that can't be dialed.

My wings are broken, but I want to fly,
Instead, I'm paying for my next ride
Somehow, always feeling exiled.

I want to live, and I want to die,
It's like no one is on my side
I'm waiting to be reconciled.

Trying to breathe, but only a sigh,
I may have failed, but at least I tried
Faking it and forcing it, I smiled.

The question is always why,
Whenever answering, I've only lied
The truth only reviled.

I slowly turn toward the sky,

It all so open and wide
Begging for a reply, instead my words only filed.

Letting Go

(by Andrew Crisci)

Learning the treacherous tricks of the despicable ones
Enabled the greed-driven soldiers to conquer with lies;
Torpids days of guilt came to smolder them with disgrace,
Trudging forth the conquered souls lost wealth and praise.
Immense was the anger of having been betrayed by their own;
Gentry souls fought in the fierce battlefield to defend their reign.

Gushing blood became a red river, corpses in open graves;
Observance is repressed with disdain, the South still grieves.

No remembrance for the slaughtered ones, no mercy in their voices,
Only a deplorable silence; their heads won't bow and show sympathy.

How can a nation be whole, if it is divided by an ideal of pride that
rages?

Unrest troubles them, it's time they restored fairness and human dignity!

Prosperity is absurd without unity,
It's a disaster.

Family Conflict

(by Stuart Madsen)

We used to be a happy family,
But who knew it ended with an awful tragedy,
We part ways from each other,

Never again to be together,

Wondering all night to ponder,
Who will I stay with, Mother or Father,
Choosing one hurts my feelings,
I guess choosing both do not have any meaning,

Living with just one parent is so sad,
Being told to move on makes me mad,
I know that someday we will be together,
And we will have an awesome future.

A PATH TO AGREE

(by Neldy Jolo)

When you laugh while making me cry,
justice will never reach its soul.
You will realize no more,
when life stops you to mourn.

And until the truth comes into being,
evil deed will not vanish.
As when the sunrise rises,
you can't hide but feel the heat.

I will seek forgiveness from the Lord,
to the wind I wouldn't listen.
You and me will race to the end,
when something becomes nothing.

Later, when I have found the path,
then to me you will agree much.
In the end you will alone pass,

through the path I have in the past.

Conflict in my mind

(by Peter Duggan)

That conflict it is back again
To flow or write in style
This theme at times it comes to me
It's been happening a while
Do I want to love my poems
Or just try to be clever
I can write so many styles
But will I like them ever?

When my words flow like a river
So proud of them I be
Yet when I do that clever stuff
It don't appeal to me
Cause I came from the old school
Where poems had to rhyme
And always my mind goes on back
To those wondrous times

What shall I do, what shall I do
I can't make up my mind
Write a million awkward poems
That to most folk are refined
Or let my words flow out of me
Like a river to the ocean
Where nothing clever comes on out
Just feelings and emotion

Conflict within my heart

(by Afolabi Muideen)

Never will I give in, how many times will I reply?
You sing to my ear the same song
I will never dance to your music.....
You are a deceit I know of you
You aimed to deceive me I will never dance
I saw you each time I am in another world,
in the day you choke my lung with different thoughts,
I will never give in, I repeat.
You use my heart as hut; you tell me give up my dream;
you tell me I have nought to gain on this way
I know you are the devil within mind, you are a stone
and I am the hammer you will be shred
You tell me to stop endure this difficulties,
You tell me it is all a shame;
You tell me it's a waste of precious time.
I know you are an angry ocean therein,
I'm the dryer you will dry.
You are a sailor, vanish is your goal,
I will never give up my boat.
Hope in me is Mississippi, how do
you expect YOU, elephant to drink her off.
This can only happen if YOU,
FIRE kills the ember of hope glowing
Within me, but not, you are
fertilizer for me, summer plant.

WE THE PEOPLE

(by Pete Yuhas)

Divide us? You try
The forces that be

Creating turmoil and strife

Not even attempting
At making amends
For disruption of every one's life

Divide us? You try
The forces that be
Creating more suffering and pain

Turning a blind eye
Feign the unknowing
Your efforts are all done in vain

Divide us? You try
The forces that be
There is no mistaking your aim

The masses are waking
They're going to resist
When they win it won't be the same.....

Process

(by Isabella Nickole)

However, this, the pain, is just a part of the process.

The words surround you. They are everywhere. They won't go away.

However, this, the pain, is just a part of the process.

It all starts when the first insult is said. Then, it begins. Your mind is
going to explode from all the stress.

"Finally..." You think as you feel the cool metal against your head.
You can remember every single word that sputtered from their
mouths.

Whore...Trash...Ugly...Fat...

However, some people can't seem to agree with the haters. Sadly,
you aren't one of them.

The hating never stops. It continues as does your heartbeat.

Slow...but there.

However, this, the pain, is just a part of the process.

The sound of the clock rings through the bathroom as you sit there,
not making a move.

Still as a rock.

Finally, you pull the trigger. The last thought in your mind...

However, this, the pain, is just a part of the process.

COURAGE VS. CONFLICT

(by Verlana S. Walker)

The history of man defines Ape as a primate.

Man seems to be in that mind-set today.

He lives life as pent because he denies himself religious freedoms.
God refined humankind once before and, therefore, he will do the
same once more.

The factor ends when iniquity meets perilous world.
The mania of man will bring forth extinction.

In parable, the elderly wisdom was predefined by the life they had
lived since the beginning of time.
They had seen themselves within their prime and captured these elements
through their way of life.
Their beauty was not a basis to define.
They were primates of mammal and nomadic.
Their skin was olive nonwhite via sunshine.
They hunted with self-made weapons and brought back a feast many
times.
However, one male cultivated the mind.
He invented weapons for prosperity.
An abundance of wealth all received.

Today is venturous.
Humankind has crested to another prehistoric image.
Our originations through inventions and development have implemented
innovations.
Our minds must continue to reinvent not to become another mandrill.
The core of our existence relies on this.
We are human beings and the highest intelligence.

Insofar as, we are not predetermine.
Insofar as, we are no predestine to a grandeur form.
Insofar as, we see no more adjustments that are required for human-
kind physiological form.
We have peaked physiologically.
Therefore, we will henceforth to inform our mental faculty.

Appendix 6. Best Quotes About Conflict & Conflict Management

1. To avoid criticism say nothing, do nothing, be nothing. ~ *Aristotle*
2. The more we run from conflict, / The more it masters us; / The more we try to avoid it, / The more it controls us; / The less we fear conflict, / The less it confuses us; / The less we deny our differences, / The less they divide us. ~ *David Augsburger*
3. Every problem has a gift for you in its hands. ~ *Richard Bach*
4. Never ascribe to an opponent motives meaner than your own. ~ *John M. Barrie*
5. Speak when you are angry and you will make the best speech you will ever regret. ~ *Ambrose Bierce*
6. Marriage means expectations and expectations mean conflict. ~ *Paxton Blair*
7. Forgiveness does not change the past, but it does enlarge the future. ~ *Paul Boese*
8. The opposite of a profound truth may well be another profound truth. ~ *Niels Bohr*
9. Whenever you see darkness, there is extraordinary opportunity for the light to burn brighter. ~ *Bono*
10. Love conquers all. ~ *Virgil*
11. It is our choices ... that show what we truly are, far more than our abilities. ~ *J. K. Rowling (Harry Potter and The Chamber of Secrets)*
12. Each man is the architect of his own fate. ~ *Appius Claudius*
13. What's done is done. ~ *William Shakespeare*
14. You can't be everything to everyone. ~ *Bill Cosby*
15. Silence is a source of great strength. ~ *Lao Tzu*
16. Begin challenging your own assumptions. Your assumptions are your windows on the world. Scrub them off every once in awhile, or the light won't come in. ~ *Alan Alda*
17. Transformation comes more from pursuing profound questions than seeking practical answers. ~ *Peter Block*

18. There are two ways of meeting difficulties: You alter the difficulties or you alter yourself meeting them. ~ *Phyllis Bottome*
19. If war is the violent resolution of conflict, then peace is not the absence of conflict, but rather, the ability to resolve conflict without violence. ~ *C.T. Lawrence Butler*
20. Every noble work is at first impossible. ~ *Thomas Carlyle*
21. One of the most basic principles for making and keeping peace within and between nations...is that in political, military, moral, and spiritual confrontations, there should be an honest attempt at the reconciliation of differences before resorting to combat. ~ *Jimmy Carter*
22. A stiff apology is a second insult...The injured party does not want to be compensated because he has been wronged; he wants to be healed because he has been hurt. ~ *Gilbert Chesterton*
23. You are the sky. Everything else – it's just the weather. ~ Pema Chödrön
24. Courage is what it takes to stand up and speak. Courage is also what it takes to sit down and listen. ~ *Winston Churchill*
25. A pessimist sees difficulty in every opportunity; an optimist sees opportunity in every difficulty. ~ *Winston Churchill*
26. Every conflict we face in life is rich with positive and negative potential. It can be a source of inspiration, enlightenment, learning, transformation, and growth—or rage, fear, shame, entrapment, and resistance. The choice is not up to our opponents, but to us, and our willingness to face and work through them. ~ *Kenneth Cloke and Joan Goldsmith*
27. One might as well try to ride two horses moving in different directions, as to try to maintain in equal force two opposing or contradictory sets of desires. ~ *Robert Collier*
28. If I were to summarize in one sentence the single most important principle I have learned in the field of interpersonal relations, it would be this: Seek first to understand, then to be understood. This principle is the key to effective interpersonal communication. ~ *Stephen Covey*

29. The quality of our lives depends not on whether or not we have conflicts, but on how we respond to them. ~ *Tom Crum*
30. There is little value in preparing a cookbook of recipes for conflict success. The effects of conflict interaction depend directly on what the participants do mentally with conflict behaviors—that is, how they process and interpret those behaviors. ~ *William Cupach & Daniel Canary*
31. I believe that the basic nature of human beings is gentle and compassionate. It is therefore in our own interest to encourage that nature, to make it live within us, to leave room for it to develop. If on the contrary we use violence, it is as if we voluntarily obstruct the positive side of human nature and prevent its evolution. ~ *His Holiness the Dalai Lama*
32. If you understood everything I said, you'd be me. ~ *Miles Davis*
33. Conflict is the gadfly of thought. It stirs us to observation and memory. It instigates to invention. It shocks us out of sheeplike passivity, and sets us at noting and contriving. ~ *John Dewey*
34. Never apologize for showing feeling. When you do so, you apologize for the truth. ~ *Benjamin Disraeli*
35. The more incompetent one feels the more eager he is to fight. ~ *Fyodor Dostoyevsky*
36. Every person in this life has something to teach me—and as soon as I accept that, I open myself to truly listening. ~ *Catherine Doucette*
37. The only difference between stumbling blocks and stepping stones is the way in which we use them. ~ *Adriana Doyle*
38. When we change the way we look at things, the things we look at change. ~ *Wayne Dyer*
39. Whenever two good people argue over principles, they are both right. ~ *Marie Ebner von Eschenbach*
40. In the middle of difficulty lies opportunity. ~ *Albert Einstein*
41. Any fool can know. The point is to understand. ~ *Albert Einstein*
42. A problem is your chance to do your best. ~ *Duke Ellington*

43. Nothing can bring you peace but yourself. ~ *Ralph Waldo Emerson*
44. People are disturbed not by things, but by the view they take of them. ~ *Epictetus*
45. We can often do more for other men by trying to correct our own faults than by trying to correct theirs. ~ *Francois Fenelon*
46. It isn't what they call you; it's what you answer to. ~ *W.C. Fields*
47. You cannot solve a problem from the same consciousness that created it. You must learn to see the world anew. ~ *Albert Einstein*
48. What people often mean by getting rid of conflict is getting rid of diversity, and it is of utmost importance that these should not be considered the same. We may wish to abolish conflict, but we cannot get rid of diversity...Fear of difference is fear of life itself. ~ *Mary Parker Follett*
49. Don't find fault. Find a remedy. ~ *Henry Ford*
50. Between stimulus and response is the freedom to choose. ~ *Viktor Frankl*
51. If passion drives you, let reason hold the reins. ~ *Benjamin Franklin*
52. Don't ever take a fence down until you know why it was put up. ~ *Robert Frost*
53. You can never change things by fighting the existing reality. To change something, build a new model that makes the old model obsolete. ~ *Buckminster Fuller*
54. You can't shake hands with a clenched fist. ~ *Indira Gandhi*
55. Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment. ~ *Benjamin Franklin*
56. It is possible to conceive conflict as not necessarily a wasteful outbreak of incompatibilities, but a normal process by which socially valuable differences register themselves for the enrichment of all concerned. ~ *Mary Parker Follett*
57. Don't fight forces; use them. ~ *Buckminster Fuller*

58. ... what may appear as the truth to one person will often appear as untruth to another person. But that need not worry the seeker. Where there is honest effort, it will be realized that what appeared to be different truths are like the countless and apparently different leaves of the same tree. ~ *Gandhi*
59. The days are too short even for love; how can there be enough time for quarreling? ~ *Margaret Gatty*
60. Listening is not waiting to talk. ~ *Scott Ginsberg*
61. The problem with holding a grudge is that your hands are then too full to hold onto anything else. ~ *Seth Godin*
62. My long experience has taught me to resolve conflict by raising the issues before I or others burn their boats. ~ *Alistair Grant*
63. We mistakenly believe that if our partners love us, they will act and behave in certain ways—the ways we react and behave when we love someone. ~ *John Gray*
64. Anger is an acid that can do more harm to the vessel in which it stands than to anything on which it is poured. ~ *Gandhi*
65. You can blame people who knock things over in the dark or you can begin to light candles. You're only at fault if you know about the problem and choose to do nothing. ~ *Paul Hawken*
66. I like to listen. I have learned a great deal from listening carefully. Most people never listen. ~ *Ernest Hemingway*
67. To truly listen is to risk being changed forever. ~ *Sakej Henderson*
68. An enemy is a person whose story we have not heard. ~ *Gene Knudsen Hoffman*
69. The great thing in this world is not so much where we stand, as in what direction we are moving. ~ *Oliver Wendell Holmes*
70. We are enslaved by anything we do not consciously see. We are freed by conscious perception. ~ *Vernon Howard*
71. Our happiness or our unhappiness depends far more on the way we meet the events of life than on the nature of those events themselves. ~ *Wilhelm von Humboldt*

72. Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude. ~ *William James*
73. Whenever two people meet there are really six people present. There is each man as he sees himself, each man as the other sees him, and each man as he really is. ~ *William James*
74. Which hurts the most, saying something and wishing you had not, or saying nothing and wishing you had? ~ *Javan*
75. Always pass a plate of forgiveness before each verbal feast. ~ *Anabel Jensen*
76. Nothing changes more consistently than the past; the past that influences our lives is not what objectively happened, but what we believe happened. ~ *Gerald W. Johnson*
77. Never ruin an apology with an excuse. ~ *Kimberly Johnson*
78. If you're not listening, you're not learning. ~ *L.B. Johnson*
79. An apology is the superglue of life. It can repair just about anything. ~ *Lynn Johnston*
80. Nothing produces such odd results as trying to get even. ~ *Franklin P. Jones*
81. Advice is what we ask for when we already know the answer but wish we didn't. ~ *Erica Jong*
82. You take your life in your own hands, and what happens? A terrible thing, no one to blame. ~ *Erica Jong*
83. The aim of an argument or discussion should not be victory, but progress. ~ *Joseph Joubert*
84. Everything that irritates us about others can lead us to an understanding of ourselves. ~ *Carl Jung*
85. In business, you don't get what you deserve, you get what you negotiate. ~ *Chester Karrass*
86. I do not want the peace that passes understanding. I want the understanding which brings peace. ~ *Helen Keller*
87. Our task is not to fix blame for the past, but to fix the course for the future. ~ *John F. Kennedy*

88. Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal. ~ *Martin Luther King*

89. Words can destroy. What we call each other ultimately becomes what we think of each other, and it matters. ~ *Jean Kirkpatrick*

90. Every person you fight with has many other people in his life with whom he gets along quite well. You cannot look at a person who seems difficult to you without also looking at yourself. ~ *Jeffrey Kottler*

91. Never attribute to malice or other deliberate decision what can be explained by human frailty, imperfection, or ignorance. ~ *Rabbi Harold Kushner*

Appendix 7. Answer Keys

Chapter 1

Unit 5

Ex. 1

Upper-intermediate grammar exercise: future perfect simple vs. continuous

Key

1. I came to live in Spain in 2007. Next year I (be) will have been/'ll have been here ten years.
2. Where on earth is Tony? I'm tired of waiting for him. Soon we (wait) will have been waiting/'ll have been waiting here for an hour.
3. Well, Mary, in six months we (be) will have been/'ll have been married twenty-five years. How about a party to celebrate?
4. I'm going to be a very rich man. I'm sure that by the time I'm forty I (make) will have made/'ll have made my first million.
5. ~ Well, Rosie will be in Madrid by now.
~ No, she won't. Her plane (not/land) won't have landed/will not have landed yet.
6. Once this room is finished, we (paint) will have painted/'ll have painted six of the seven rooms in the house. Not bad for two days' work.
7. Do you think you (finish) will have finished/'ll have finished writing that report by the time I get back?
8. ~ Where's Julia? Is she coming or not?
~ She was here but she (left) will have left/'ll have left by now: she said she was going at three o'clock. It's half past three now.

Ex. 2

Upper-intermediate grammar exercise: past perfect simple vs. past perfect continuous

Key

1. had been looking

2. had not done
3. had met
4. had finally found
5. had finished
6. had changed
7. had had
8. had happened
9. had already been working
10. had still not arrived/still had not arrived

Chapter 2

Unit 2

Ex. 1

GRADER'S FINAL COMMENT: Example 1.

Excellent summary. Good work on the intro and conclusion.

GRADER'S FINAL COMMENT: Example 2

Overall good summary. Well written.

The conclusion could be improved, particularly the last sentence.

You could also add further implications of the study.

GRADER'S FINAL COMMENT: Example 3

Nice conclusion!

Good methods summary.

Could add more to the background.

GRADER'S FINAL COMMENT: Example 4

Good summary, well written.

Check the handout for APA citation.

GRADER'S FINAL COMMENT: Example 5

Overall good, well-written summary.

Don't start sentences with numbers.

You could provide a little more info about the background.

Conclusion could be clarified a bit.

GRADER'S FINAL COMMENT: Example 6

Good conclusion.

See comment on first page about background (with first two sentences) - this should be what drove the current authors to conduct their study, not simply describing what the present authors did.

Overall good summary!

Chapter 4

Unit 3

Ex. 10

Suggested answers

1. A distant relation is coming to visit my city and expects me to meet up with them, but a friend's birthday party is on the same day. – Blood is thicker than water. (H)
2. My fiancé has been offered a place on an MBA in America for a year. – Absence makes the heart grow fonder. (D) And Out of sight, out of mind. (E)
3. My boyfriend wants to move into my flat. – Familiarity breeds contempt. (A)
4. I had a fling with a colleague. – Familiarity breeds contempt. (A)
5. Everyone dislikes one of my friends. - A man who seeks a perfect friend will remain friendless. (F) Or A man is known by the company he keeps. (G)
6. My friends and family always give me different advice about my love life. – There is no better mirror than an old friend. (B)
7. I quite like my boyfriend but I have a crush on someone at work. - A bird in the hand is worth two in the bush. (J)
8. My future in-laws seem to be involved in something illegal – The apple doesn't fall far from the tree. (M)
9. I'm not sure about marrying my fiancé, but I'm nearly forty and losing my looks – A bird in the hand is worth two in the bush. (J) Or Beggars can't be choosers. (C)

Chapter 8

Unit 3

Ex. 9

Answers

1. Spots
2. Lining
3. Meat
4. Breeds
5. Leap
6. Mouth
7. Throw
8. Cake

9. Do
10. canoe
11. Reap
12. Jack
13. Tools
14. Milk
15. Dreads

Chapter 8

Unit 5

Gerund and Infinitive Exercises - Quiz 1

Ali's Story

Booking The School

Answers:

1. wanted to study
2. To achieve
3. had to do
4. needed to improve
5. disliked learning
6. recommended attending
7. seemed to be
8. delay registering
9. managed to get
10. afford to pay

Studying

Answers:

1. practiced reading
2. hated writing / to write
3. planned to practice
4. agreed to check
5. enjoyed studying
6. hesitate to help
7. offered to assist
8. risk sitting

Taking the Test

Answers:

1. to take
2. stop worrying
3. recommended doing
4. finished writing
5. seemed to go
6. recall asking
7. refused to tell
8. expected to get
9. surprised to find

The Result

Answers:

1. mean leaving
2. considered taking
3. miss seeing
4. offered to take
5. promised to make
6. love traveling / to travel
7. began preparing / to prepare

Gerund and Infinitive Exercises - Quiz 2

Answers:

1. leaving
2. to finish
3. taking / to take
4. to take
5. trying
6. reducing
7. developing / to develop
8. to be
9. to have
10. taking

Chapter 9

Unit 5

Ex. 1

Answers:

1. had
2. had
3. were
4. had studied
5. didn't have to
6. could stop
7. hadn't gone

- 8. was/were
- 9. hadn't said
- 10. could ski

Ex. 2

Answers:

- 1. was/were

2. could come
3. had been
4. didn't have to
5. could travel
6. there were
7. had stayed
8. could have come

Ex. 3

Answers:

1. would be
2. would stop
3. would hurry up
4. would slow down
5. wouldn't keep
6. would hurry up
7. wouldn't spend
8. wouldn't smoke
9. wouldn't ask

Ex. 4

Answers:

1. was/were
2. could lose
3. wouldn't ask
4. would move
5. hadn't quit
6. could quit
7. hadn't driven
8. would go

Chapter 10

Unit 5

Ex. 1

Answers:

1. gets cleaned

2. wasn't believed
3. never gets used
4. gets lost
5. are thought
6. gets damaged

7. got killed
8. will be known
9. are loved
10. are needed
11. got promoted
12. getting paid

Ex. 2

Answers:

1. being watched
2. should have been sent
3. be cleaned
4. be sacked
5. to be discovered
6. Being robbed
7. is being shut
8. be saved
9. being recycled
10. be washed

Ex. 3

Answers:

1. swept
2. burst
3. were rescued
4. received
5. reached
6. were blocked
7. were brought
8. is being done
9. was taken
10. been sent

Ex. 4

Answers:

1. 1

2.5

3.8

4.2

5.4

6.6

7.7

8.3

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- ## External links

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Search For Common Ground (<http://www.sfcg.org>) - One of the world's largest non-government organisations dedicated to conflict resolution

The Johns Hopkins University School of Advanced International Studies (SAIS) Conflict Management Toolkit (<http://www.sais-jhu.edu/cmtoolkit>)

<http://www.quotatiospage.com/>

<http://www.perryfgoldlust.com>.

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